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ABSTRACT

This document is the second volume in a set of five Career Education Measurement Handbooks intended to help local education personnel in measurement and evaluation. This handbook is designed to provide descriptions of an assortment of measurement instruments currently being used to assess career education objectives. A brief introduction describes the need for such a handbook, the procedures followed in developing this handbook, and the handbook's limitations. Instructions are provided to direct the reader in using the handbook and understanding the format. The format consists of abstracts of approximately 200 career education measurement instruments. The abstracts are divided into the following eight categories: K-3 students, 4-6 students, 7-9 students, 10-12 students, 13-16 students, community persons, educators, and teachers. Each abstract discusses the purposes, qualities, target populations, and availability of the instrument reviewed. Administration time, reliability/validity data, and test examples are also included. Several lists of other helpful resources are appended. The information has been indexed by author, descriptors, and title. (BM)

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Research and Development Series No. 166

CAREER EDUCATION MEASUREMENT HANDBOOKS.

CAREER EDUCATION MEASURES:
A Compendium of Evaluation Instruments

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The National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio

1979

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FOREWORD

Educators have often been criticized for viewing their role merely as dispensors of knowledge and showing a lack of concern with the application and relevance of this knowledge to their students' future lives. However, the general public has begun to accept the idea that the educational system has a responsibility to assist all individuals in making orderly transitions to the world of work. Additionally, during the last decade, a number of innovative activities, projects, and/or programs have been developed at the federal, state, and local level in which personnel are attempting to link education and work. Among these programs and/or projects are the following examples: career education, experienced based career education (EBCE), Part D exemplary projects in vocational education, Title IV-C of the Elementary and Secondary Education Act (ESEA), Fund for the Improvement of Post Secondary Education (FIPSE), Title I and III of the Comprehensive Employment and Training Act (CETA), etc.

Personnel associated with education and work programs and projects are becoming increasingly aware of the need for information related to accountability and needed improvements. Many reports--some informal, some in the literature--indicate a wide and exciting variety of approaches to evaluating education and work linkage programs. However, the need exists for practitioners to become acquainted with evaluation ideas and materials available for particular situations.

Recognizing these trends, the Education and Work Group of the National Institute of Education (NIE) contracted with the National Center for Research in Vocational Education to develop five comprehensive "user oriented" handbooks. These Career Education Measurement Handbooks, intended to help local education personnel in measurement and evlauation, are:

- Assessing Experiential Learning in Career Education
- Career Education Measures: A Compendium of Evaluation Instruments
- Improving the Accountability of Career Education Programs: Evaluation Guidelines and Checklists
- A Guide for Improving Locally Developed Career Education Measures
- Using Systematic Observation Techniques in Evaluating Career Education

This handbook is designed to help practitioners identify measures currently available and being used to evaluate career education. Additionally, it provides potential questions to be asked when selecting career education measures.

The National Center is particularly indebted to Dr. N.L. McCaslin, Project Director; Mr. Charles J. Gross, Graduate Research Associate; and Dr. Jerry P. Walker, Associate Director for Evaluation; who prepared this document. Special recognition should also be given to Ms. Carolyn Burkhart for her careful review and work in indexing and to Ms. Cheryl Lowry for her editorial review. A special note of thanks is extended to Dr. Ronald Bucknam who originally conceived this handbook series and continued his involvement through their development as Project Officer for the National Institute of Education.

Valuable advice in the original conceptualization of the handbook was received from an advisory committee composed of Dr. Robert Ebel, Michigan State University; Dr. Margaret Ferqueron, State Director of Career Education in Florida; and Ms. Deede Sharpe, Georgia Department of Education.

In an attempt to make this handbook truly "user oriented," user trials were conducted. The National Center is indebted to Mr. William Weisgerber, Michigan Department of Education, and Dr. Margaret Ferqueron who reviewed the first draft and made suggestions for improvement prior to the user trials. Additionally, credit is given to those career education practitioners who participated in the user trials prior to publication. Without their valuable assistance the utility of this handbook would have been greatly reduced. These individuals included: Mr. Richard Friedl, Coordinator of Vocational and Career Education in Arkansas; Ms. LaVerne Kuehn, Career Education Specialist in Arkansas; Mr. James L. Gautier, Coordinator Career Education in Florida; Mr. Albert Thomas, Jr., Director of Career Education in Florida; Mr. Tom Boldrey, Project Director in Illinois; Mr. Bob Komorech, Project Director in Illinois; Ms. June E. Beck, Guidance Counselor in North Dakota; Mr. Lyle C. Sorum, Assistant Superintendent for Vocational and Career Education in North Dakota; Mr. Jack F. Burr, Coordinator in Utah; Mrs. Rosamond R. Demman, Career and Vocational Education Specialist in Utah; Ms. Donna Martin, State Director for Career Education in Illinois; Mr. Emil R. Mackey, Supervisor of Career Education in Arkansas; Mr. Walter O. Faulkner, Career Education Consultant in Vermont; Ms. Hinda Birch, Career Education Coordinator in Vermont; and Mr. Barry M. Grove, Principal in Vermont.

Finally, a special note of appreciation is given to Ms. Marlene Linton, Ms. Joyce Foltz, and Ms. Debi Roof who typed the manuscript of this publication.

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The National Center for Research
in Vocational Education

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INTRODUCTION

The general public and policy-makers at all levels of government have become increasingly concerned with the relationship between formal schooling and the world of work. Two major responses to this broad concern have been accountability and career education. Local citizens and boards of education are demanding that schools demonstrate how they are achieving their objectives and at what cost. This emphasis upon accountability has encouraged the development of a number of evaluation techniques and materials.

There is a also a growing concern that students make more informed career choices and obtain employment upon leaving the educational system. By early 1974, some fourteen states had legislated some form of career education (Jesser, 1975) and nearly 33 percent of this nation's 17,000 local school districts had reported some involvement with career education (McLaughlin, 1976). This widespread acceptance of career education has led to a large number of concepts, curriculum materials, and research reports, as well as greater emphasis upon adequate evaluation of education and work programs.

Need for the Handbook

As a consequence of this growing emphasis on accountability and career education, career education project directors and practitioners like yourself need to become familiar with the evaluation measures and materials that are most appropriate to their particular circumstances. Unfortunately, career education has yet to produce its own equivalent to *The Seventh Mental Measurement Yearbook* (Buros, 1972) or *Test and Measurements in Child Development* (Johnson and Bommarito, 1971). The National Institute of Education (NIE) identified this lack of information about career education measures as an area for research and development and contracted with the National Center for Research in Vocational Education, The Ohio State University, to develop this handbook that describes instruments currently used to evaluate career education.

Career Education Measures is a handbook designed to provide descriptions of an assortment of measurement instruments currently being used to assess career education objectives. Specifically, it includes a discussion of the purposes, qualities, target populations, and availability of each instrument. It should also help you determine questions to ask when selecting the instrument appropriate for local circumstances and should assist you in being more responsive to the evaluation requirements of federal legislation. Most important, it is hoped that the handbook will help you to conduct evaluations that will result in more effective career education projects.

Procedures Followed in Developing the Handbook

A variety of strategies were used to collect the instruments included in *Career Education Measures*. State directors/coordinators of career education were asked to nominate individuals in their states who had extensive experience with such measurement efforts. These nominees were then asked to supply copies of available instrumentation that met the folllowing criteria:

- Included in the general domain of career education
- Developed since 1968
- Required a substantial amount of development work (i.e., brief, one-shot instruments such as rating scales, activity counts, etc., were not to be included.)
- Available for use by career education practitioners
- Accompanied by some reasonably current information on reliability and validity

These criteria were employed to help increase the handbook's usefulness to project directors and practitioners. (However, some instruments described in the handbook do not meet *all* the criteria.) This basic search strategy enabled project staff to collect a large number of instruments from a great variety of individuals and institutional settings across the country. These settings were local education agencies, state departments, colleges and universities, research labs and centers, and commercial publishers/test developers. A second approach to instrument collection involved the use of the Educational Resources Information Center (ERIC) system. A computerized search was conducted to assess career education-related instrumentation in the system. A third strategy involved a review of the literature to identify instrumentation that has received prominent national attention in recent years. An example of this literature is *Evaluation and Decision Making: A Functional Guide to Evaluating Career Education*, published by Young and Schuh in 1975, which assessed fourteen "recommended" or "promising" instruments.

Once obtained, the instruments were abstracted by project staff and returned to their authors/publishers for comments. Their comments were reviewed and incorporated in the handbook as appropriate. Two state directors of career education, chosen with the concurrence of NIE, then reviewed the handbook. Their concerns and suggestions were incorporated and the handbook was then reviewed by approximately twenty-five local career education practitioners-developers. Based upon this review, the handbook was again revised and placed in its present form.

Limitations

Several problems were encountered in assessing the instruments abstracted for the handbook despite the criteria upon which nominees were to select and supply instruments. There was frequently a lack of information concerning the instruments' validity and reliability and a shortage of information concerning the circumstances and conditions under which many were developed. In addition, career education instruments may have been developed since this handbook was prepared. Thus, you are cautioned to examine the abstracts carefully, review the instruments you are interested in for their appropriateness for your situation, and continually be on the alert for newer measures.

The remainder of this handbook consists of sections on:

- How to use the handbook
- Potential questions to ask when selecting career education instruments
- Abstracts of career education instruments grouped by grade levels and target audiences of community, educators, and teachers
- Appendices citing other catalogs of helpful instruments, additional evaluation materials, and potential goals, elements or outcomes
- Indices identifying the career education instruments abstracted in this volume by title, author, and descriptor

HOW TO USE THE HANDBOOK

Before using this handbook, you should become familiar with its overall content and structure. This orientation can probably best be accomplished by consulting the Table of Contents, reviewing the list of descriptors, and examining the format of the abstracts. The remainder of this section discusses each of these tasks.

Consult the Table of Contents

You should consult the Table of Contents first to get the best picture of the handbook's overall content and organization.

Review the List of Descriptors

Next, you will want to review the descriptors used to classify each of the instruments abstracted in the handbook. The complete list of descriptors used in this handbook is provided in Figure 1.

Examine the Format of the Abstracts

You also need to become familiar with the format for the abstracts. A copy of the format used in abstracting the instruments is shown in Figure 2. The following is an explanation of the information provided for each of the abstracts. (In those cases in which information was not provided or available, the entry on the abstract is "Not indicated.")

TITLE:	The name of the instrument as it was reported in the materials sent to the project staff. Secondary or subtitles are set off from the main title by a colon.
AUTHOR:	The author(s) as reported to the project staff by the individual(s) submitting the instrument. In some instances, the authors will be specific individuals and in other cases they will be institutions or agencies.
DATE:	The year in which the materials were printed. If the instrument is copyrighted, it is noted as such in this section.

Figure 1

Descriptors Used to Classify Instruments

Academic Skills
Career Attitudes
Career Awareness
Career Choices
Career Decision Making
Career Development
Career Exploration
Career Goals
Career Opportunities
Career Planning
Career Preparation
Citizenship
Community Attitudes
Curriculum Planning
Economic Awareness
Economic Understanding
Educational Awareness
Educational Career Relationships
Educational Requirements
Educator Attitudes
Equal Opportunites
Experience-Based Education
Follow-Up
Human Relations
Impact
Implementation
Inservice Education
Instructional Materials Evaluation
Interests and Abilities
Interpersonal Relationships
Job Placement
Job Requirements
Job Satisfaction
Job Success
Learning Attitudes
Life Styles
Locating Employment
Maintaining Employment
Needs Assessment
Obtaining Employment
Occupational Information
Occupational Interests
Parental Attitudes
Personal Abilities
Personal Interests
Personal Responsibilities
Personal Values
Placement
Problem Solving
Self-Awareness
Self-Concept
Self-Esteem
Self-Identity
Self-Social Fulfillment
Social Fulfillment
Social Understanding
Societal Responsibilities
Stereotyping
Student Attitudes
Vocational Competencies
Vocational Maturity
Work Attitudes
Work Habits
Work Responsibilities
Work Values

Figure 2

Format for Abstracting Instruments

TITLE:

AUTHOR: DATE:

AVAILABILITY:

Publisher:
Cost:
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content
Descriptors:
Number of Items:
Type of Item:
Intended Population:
Age or Grade Level:
Forms:
Domain:

EXAMPLE ITEM:

ADMINISTRATION:

Time:
Response Mode:
Scoring:

TEST DATA:

Reliability:
Validity:

COMMENTS:

AVAILABILITY:	The publisher, cost, and Educational Resources Information Center (ERIC) number of each of the instruments.
Publisher:	The name and address of the individual or agency from which the instrument is available.
Cost:	The cost of the instrument to individuals requesting it. In most instances, when the instrument is not available on a commercial basis, the user should expect to pay normal reproduction costs. In general, local and state education agencies were reluctant to place specific costs on their materials due to the unknown pricing factors that will affect their agencies.
ERIC:	The accession numbers of the instruments known to have been placed in ERIC.
INSTRUMENT DESCRIPTION:	Purpose/content, descriptors, number of items, type of items, intended population, age or grade level, forms and domain of the instrument.
Purpose and Content:	A brief description (usually one or two sentences) that explains what the instrument was designed to assess.
Descriptors:	A listing of terms that characterize the substantive elements or broad outcomes measured.
Number of Items:	The total number of items on each instrument.
Type of Item:	The kinds of items (e.g., true-false, multiple choice, Likert scale, dichotomous choice, etc.) included in the instrument.
Intended Population:	The people (e.g., students, counselors, teachers, administrators, parents, business leaders, etc.) that the instrument was designed to assess.
Age or Grade Level:	The specific grade or age level or broader age or grade categories (e.g., adults, pre-school, secondary school, college students, etc.) for which the instrument is available.
Domain:	The domain (i.e., cognitive, affective, or psychomotor) that the instrument purports to measure. In some cases, (e.g., evaluating instructional materials, checklists, process forms, etc.) the notion of domain is not applicable and therefore not listed.
EXAMPLE ITEM:	An item selected to illustrate the type of instrument. Due to space limitations for reporting each abstract, it was not possible to include examples of each type of item

	when more than one type was used on an instrument. If the instrument was copyrighted, an item was not included. However, an attempt was made to describe the type of item included.
ADMINISTRATION:	Information related to the time required to complete the instrument, the method of response, and scoring information.
Time:	The number of minutes that should be allowed for completing the instrument.
Response Mode:	The way in which individuals may provide responses to items included on the instrument (e.g., paper-pencil, individual answer sheets, consumable booklets, etc.).
Scoring:	How a user should expect to score the instrument (e.g., hand scoring, optical scanning, etc.). Information on the availability and cost of scoring services, when available, is also provided in this section.
TEST DATA:	Information related to the dependability and accuracy of the instrument.
Reliability:	The consistency (dependability) with which scores on the instrument reflect whatever they measure.
Validity:	The accuracy with which scores on the instrument measure what they ought to measure.
COMMENTS:	Any related or background information associated with the career education instrument which has not been included in previous sections.

Use of the Handbook

The way that you use this handbook will depend, to a large extent, on your intent. Perhaps you are unsure of what it is that you intend to measure and are primarily interested in knowing what is available. If this is the case, you should note that we have arranged the abstracts by the type of people the instrument is designed to assess. These abstracts are grouped as follows:

K-3 Students
4-6 Students
7-9 Students
10-12 Students

13-16 Students
Community Persons
Educators
Teachers

Merely turn to the abstract that include the people for whom you are concerned and review the types of instruments that are included.

Prior to the serious use of the handbook, you will need to have a clear understanding of the major goals and outcomes for your career education program. Most programs or projects should have developed these as one of their initial activities. If not, each state has generally developed a conceptualization of career education that describes the elements, goals, or outcomes. Additionally, the U.S. Office of Education (Hoyt, 1977) has established a list of ten learner outcomes for career education. Other projects and programs of career education are yet another source of goals, elements, or outcomes. A reference list of publications that have potential goals, elements, or outcomes is presented in Appendix C. On the other hand, you may already have in mind the goals, outcomes, or elements that you wish to assess. If this is the case, there are three major steps that you should probably follow:

1. Study the descriptors used to describe the instruments listed in the handbook.
2. Identify the location of the abstracts of potentially useful instruments from the descriptor index.
3. Review the abstracts of potentially useful instruments.

The remainder of this section discusses each of these steps.

1. Study the Descriptors Used to Describe the Instruments Listed in the Handbook

The descriptors used to classify the instruments included in this handbook were selected from the current literature related to career education. They represent the major terms being used to describe career education activities. A listing of these descriptors is in Figure 1. You should become thoroughly familiar with these terms so that you can identify those descriptors that are most relevant to the goals, elements, or outcomes of projects that you want to evaluate.

2. Identify the Location of the Abstracts of Potentially Useful Instruments from the Descriptor Index

Once you have chosen the appropriate descriptors, you are ready to locate the page number of the abstracts associated with each. The descriptors are listed in alphabetical order in Index B. The page numbers of related abstracts are listed opposite each descriptor.

3. Review the Abstracts of Potentially Useful Instruments

Each abstract identified through the Descriptor Index should then be located and reviewed for appropriateness to the program, project, or activity you want to evaluate. In reviewing the abstracts, you should check each section for appropriateness. Of particular interest in the initial review will be the purpose and content, intended population, age or grade level of the instrument users, cost, scoring procedures, reliability, and validity. We suggest that you review the abstracts for one descriptor before moving on to other descriptors and abstracts. You may obtain sample copies of the instruments from the sources indicated in the availability section of the abstract. Once you have obtained the samples of instruments you are interested in, you are ready to select the one(s) most appropriate for your use. The next section discusses major questions you may want to ask when selecting instruments.

POTENTIAL QUESTIONS TO BE ASKED WHEN SELECTING CAREER EDUCATION INSTRUMENTS

There are a number of questions that you will want to ask when selecting career education instruments. The questions listed in this section are not meant to be exhaustive because each program or project is unique, and certain questions may be applicable only to your situation. Therefore, this section discusses those questions that seem to be appropriate in most instances.

- How appropriate is the instrument for the population I want to assess?
- How appropriate is the instrument for the purpose(s) and content of my project?
- How helpful will the results of the instrument be in improving my project?
- How realistic are the required resources for using the instrument compared to available resources?
    - How competent are the personnel to administer and analyze the instrument?
    - How reasonable is the cost of the instrument?
    - How available are the required equipment and materials?
- How does the time required to use the instrument compare with the time I have available?
- How valid is the instrument?
- How reliable is the instrument?
- How free of stereotyping is the instrument?
- How appropriate is the reading level?

These questions can be answered by examining a sample instrument and related materials and then rating the instrument on each of the foregoing questions you have decided is important. Figure 3 is an example of a rating form that you might use. This form can be used to rate each instrument for each of the questions deemed important to you. These questions would be rated from low to high importance (1 to 3). The scores for each career education instrument could then be totalled and the instrument rank-ordered according to your individual needs and circumstances. The remainder of this section discusses each of these questions in greater detail.

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Figure 3

Potential Form for Rating Career Education Instruments

Questions to be Addressed	Potential Instruments							
	1	2	3	4	5	6	7	8
How appropriate is the instrument for the population I want to assess?								
How appropriate is the instrument for the purpose(s) and content of my program?								
How helpful will the results of the instrument be for improving my program?								
How realistic are the required resources for using the instrument compared to available resources?								
How competent are the personnel to administer and analyze the instrument?								
How reasonable is the cost of the instrument?								
How available are the required equipment and material?								
How does the time required to use the instrument compare with the time I have available?								
How valid is the instrument?								
How reliable is the instrument?								
How free of stereotyping is the instrument?								
How appropriate is the reading level?								

1 = Low
2 = Moderate
3 = High

How appropriate is the instrument for the population I want to assess?

One of the first steps in reviewing an instrument should be to determine whether the persons you want to assess are similar to those that the instrument was designed to evaluate. Likewise, the relevance of the age or grade level should be established. Some examples of different categories of people for which instruments are designed are: students, parents, teachers, administrators, and business, industry, and labor personnel. Examples of various age levels include pre-school, elementary school, junior high school, senior high school, and adult. Examples of grade levels include groupings such as: K-3, 4-6, 7-9, 10-12, etc., or a specific grade level such as kindergarten, first, second, third, etc. Once the type of people and level(s) of the potential instrument have been identified, you can quickly determine whether or not to pursue its use further.

How appropriate is the instrument for the purpose(s) and content of my project?

Another important question you should ask is, "How appropriate is the purpose and content of the instrument for the activity I want to evaluate?" Although this seems to be an obvious point, it often is overlooked in the process of selecting instruments. All too often, individuals select instruments based on the title alone and do not examine the content. You should read the written description of the instrument, whenever it is available, and each individual item so that you can determine the relevance of the instrument to your program, project, or activity.

How helpful will the results of the instrument be for improving my project?

A third question to ask when selecting instruments is "How helpful will the type of information obtained be to me once the instrument has been administered?" If the information is not in a form that will allow you to either take corrective actions or to reinforce existing practices there, is relatively little reason to use the instrument.

Evaluation information should be useful in answering at least one of the following major questions:

- Are the important problems being addressed?
- Are the plans effective in maximizing the impact of scarce resources?
- Are the plans being carried out?
- Are the intended objectives being met?

If the information you would obtain from an instrument is not related to at least one of these questions, you should question its usefulness to your project.

Information on pupil (student) instruments can be used for placement, diagnosis, assessment, prediction, or evaluation. The use you plan to make of the information obtained from the student instruments should be enhanced by the results obtained from an evaluation of the instrument. As a result of using the instruments, the quality of the project should be improved.

It is important that you decide whether you are concerned with student or project evaluation. Then, you will have to determine which particular purpose that evaluation is to serve or the questions that you want the evaluation to answer.

How realistic are the required resources for using the instrument compared to available resources?

Other questions you should ask when selecting instruments are related to the amount and level of resources required for measurement. Resources, in this case, are people, funds, equipment, and materials.

How competent are the personnel to administer and analyze the instrument? The key resource in most cases is people. No matter what you would like to do, unless you have personnel who are able to carry out the evaluation, you will probably be unsuccessful. Therefore, it is essential that you determine the type of skills, knowledge, and experience needed by those who use the instrument. Once these personnel requirements have been determined, you can then decide whether existing personnel competencies are compatible with the needs of the instrument.

How reasonable is the cost of the instrument? Although cost should not necessarily limit the evaluation effort, you will have to be concerned with efficient use of resources. In most instances, the price of the instruments themselves is minimal. However, there are often other costs, such as answer sheets, machine scoring, data analysis, etc., that you should consider. These other costs are particularly important if personnel are not available, or do not have the skills, for analyzing the results.

How available are the required equipment and materials? For all practical purposes, unless you have ready access to computer and data processing equipment, it is probably desirable to keep these requirements to a minimum.

How does the time required to use the instrument compare with the time I have available?

The time required to administer career education instruments is becoming an increasingly important criterion because the increased emphasis on accountability at all levels of education is causing an increase in the total number of evaluation activities in which students, teachers, and administrators are involved. This increase in the number of activities has also increased the number of minutes that are set aside for evaluation. This time usually must be taken from some other competing instructional activity. Yet, the amount of instructional time remains relatively fixed. These, and other factors, have caused teachers and administrators to question the amount of time required for evaluation and they try to ensure that activities are conducted in as efficient a manner as possible. Therefore, you need to carefully examine the time that potential career education instruments require.

How valid is the instrument?

An instrument is valid if it measures what it is supposed to measure. The literature on test standards generally addresses four major types of validity: content, concurrent, predictive, and construct. You need to determine which of these types is most appropriate for your consideration. Each of these types will be briefly discussed in the following section.

Content validity generally refers to the representativeness of the instrument content to the topic being measured. For example, an instrument related to decision making would not be able to include *all* the information needed by a student to make a decision. However, it should cover an adequate sampling of information from the area. In addition, it should not include information on unrelated areas (e.g., world of work, economic understanding, self-awareness, etc.). Content validity can be established by having persons considered knowledgeable and competent in the area review the items on the instrument and comment on their relevance.

Concurrent validity addresses itself to the question of how well a score on a particular instrument agrees with a score obtained from other acceptable measures. For instance, you could establish the concurrent validity of an instrument designed to measure students' work habits by comparing their scores on the instrument with their work habits observed in actual work settings. If there is a high degree of agreement between the two, the instrument has concurrent validity.

Predictive validity refers to the ability of an instrument to predict future performance. For example, a score on an occupational awareness instrument might be able to predict whether the respondent will be satisfied with the job he/she holds at a later date. The major difference between predictive and concurrent validity is the time element: concurrent validity exists when the scores on two different instruments or measures taken at about the same time relate positively (a person who gets a high score on one, gets a high score on the other, and vice versa), whereas predictive validity exists when the scores on two different instruments or measures taken at significantly different times relate positively.

Construct validity is different from other types of validity because it is concerned with theory and empirical inquiry--testing hypothesized relations. In dealing with the construct validity of an instrument designed to measure career interest, for example, you may want to know what factors account for a person's score. In other words, you would want to answer the question "What proportions of this score can be accounted for by factors (such as general knowledge of careers, attitudes toward work, and views toward the locus of authority for personal development) believed to be part of career interest?" In most instances, you will probably not be too concerned with this type of validity because establishing it is really the job of an evaluation specialist or third-party evaluator.

How reliable is the instrument?

Reliability is generally defined by terms such as accuracy, consistency, dependability, predictability, and stability. Reliability estimates are established using a number of different formulas. These formulas can be found in basic measurement texts such as ***Essentials of Psychological Testing,*** by Lee Cronbach and ***Selecting an Achievement Test: Principles and Procedures,*** by Martin Katz. As a general rule, reliability is expressed as a decimal number ranging from 0.00 to +1.00. The closer the decimal approaches +1.00, the more reliable the test is said to be. Katz indicates that there are three kinds of reliability: internal consistency, equivalence, and test-retest. You will want to determine which of these types of reliability is most appropriate for your consideration. These three types of reliability are discussed in the following section.

Internal consistency refers to the consistency of scores on different parts of the instrument taken at the same time. As a general rule, this is determined by correlating the score on odd-numbered items with scores on the even-numbered items. Another technique is to compare the score on the first half of the instrument with the score on the last half of the instrument.

Equivalence refers to the correlation between different forms (versions) of an instrument. In this case, the general practice is to compare scores on two separate forms of the same instrument.

Test-retest is based on the comparison of performance at one time with performance on the same instrument at a later time. In this case, pre-test scores are generally compared with post-test scores in determining test-retest reliability.

How free of stereotyping is the instrument?

Many established views of "right and wrong" and "correct and incorrect" responses have been developed, based upon what has been the "norm" of society. Today, society is becoming more concerned that "what has been the case" is not "what should be the case." This concern has caused individuals to examine instruments more carefully in light of stereotyping and its potential influence upon outcomes. In particular, you should be concerned with sex stereotyping and ethnic stereotyping. Do not limit yourself to reviewing the instruments only. Consideration should also be given to a review of the accompanying manuals, materials, and reporting formats. For student instruments, you should also give careful thought to *who* will interpret the results and *how* the results will be interpreted. The remainder of this section will discuss sex and ethnic stereotyping.

Sex stereotyping refers to the attribution of behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their sex.

Ethnic stereotyping, similarly, is the attribution of behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their ethnic background.

How appropriate is the reading level?

A final criterion for use in selecting instruments is the reading level. Although the reading level should be difficult enough to challenge the reader, it should not be so hard that it discourages the reader or makes the results obtained from the use of the instrument questionable. One of the best ways to determine readability is pretesting the instrument with a group that would be representative of those you expect to take it. Another method would be for you to check the readability using existing readability formulas. A number of these formulas have been developed by persons such as Rudolf Flesch (1951), John R. Bormouth (1969), Jeanne Chall and Edgar Dale (1948), and others. If you are concerned with readability you should review *Readability and Reading: An Annotated Bibliography*, by Edgar Dale and Barbara Seels, (1971), for additional sources of information on this topic.

Other Questions

As indicated earlier, our list of questions to be considered when reviewing instruments is not exhaustive. There are probably other questions that will need to be established that reflect local requirements. However, the list should provide you with a basic framework for selecting instruments that are most appropriate for your use in evaluating career education projects.

ABSTRACTS

The abstracts of career education instruments in this section have been arranged according to the type of people for which the evaluation instrument was intended. A total of eight (8) groups has been identified as potential respondents. Each of these groups has been identified using the following page colors:

Group	Page Color
K-3 Students	salmon
4-6 Students	blue
7-9 Students	yellow
10-12 Students	green
13-16 Students or Equivalent	cafe
Community Persons	ivory
Educators	goldenrod
Teachers	buff

In some instances the intended respondents for the instruments are broader than the specific groups identified above. In the cases where this occurs, we have placed the instrument in the group with which it was most concerned. Additionally, the title sheet for each section identifies instruments for that group that can be found in another section.

Abstracts for

Grades K through 3

For additional abstracts also appropriate for this level, see pages: 59, 63, 65, 70, 71

TITLE: Affective Assessment Questionnaire for Career Education, Grade 1-3 (Experimental Purposes Only)

AUTHOR: Karin Nelson **DATE:** 1974 Copyright

AVAILABILITY:

Publisher: Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455

Cost: $.15

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To measure students' opinions and feelings toward the world of work

Descriptors: Career Awareness, Career Attitudes, Personal Values

Number of Items: 57

Type of Item: Dichotomous choice questions and three-point response questions

Intended Population: Students

Age or Grade Level: Grades 1-3

Forms: 1

Domain: Affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Each question in the test is followed by either three faces (one smiling, one neither smiling nor frowning, and one frowning), circles under the words yes and no, or circles under the words yes, ?, or no.

ADMINISTRATION:

Time: No time limit indicated. Takes 30 to 45 minutes to complete

Response Mode: The test is designed to be group administered to students using consumable booklets. The administrator will read the questions to students who will use crayons to color the nose of the face or the circle that corresponds with their feelings toward the question.

Scoring: Hand scored

TEST DATA:

Reliability: Information not available at this time--will be available later

Validity: Information not available at this time--will be available later

COMMENTS:

TITLE: Attitude Survey, Elementary Form

AUTHOR: Dr. Barbara M. Parramore **DATE:** 1976
Dr. Joseph R. Clary
Dr. Walter L. Cox

AVAILABILITY:

Publisher: Union County Board of Education, Career Based Curriculum Project, P.O. Box 499, Monroe, North Carolina 28110
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' attitudes about school, career program, and work
Descriptors: Career Awareness, Career Exploration, Educational Career Relationships
Number of Items: 16
Type of Item: Dichotomous choice
Intended Population: Students
Age or Grade Level: Grades 3 and 4
Forms: 1
Domain: Affective

EXAMPLE ITEM: I've enjoyed the field trips to see the workers in my community. Yes No

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper, pencil, and consumable instruments
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Career Education Career Awareness Test, Grades K-1

AUTHOR: Dr. Norman W. Steinaker **DATE:** 1976

AVAILABILITY:

Publisher: Ontario-Montclair School District, 950 West "D" Street, P.O. Box 313, Ontario, California 91761
Cost: $16.00 per 100
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine students' career awareness
Descriptors: Career Awareness
Number of Items: 15
Type of Item: Multiple choice questions and suggested responses
Intended Population: Students
Age or Grade Level: Grades K-1
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Someone who sells things must be very good at
a. writing stories
b. thinking up ideas
c. working with people

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Administered orally on one-to-one basis
Scoring: Hand scored

TEST DATA:

Reliability: Test-retest reliability .92 (Pearson r)
Validity: Item validity index (mean) .40 (Biserial r)

COMMENTS: Test-related career education curriculum units available from district at each grade level. Other district-developed commercial programs available through Occupational Awareness, Inc., Los Alamitos, California 90720

TITLE: Career Based Curriculum Goals, Test Elementary Form

AUTHOR: Dr. Barbara M. Parramore
Dr. Joseph R. Clark
Dr. Walter L. Cox

DATE: 1975

AVAILABILITY:

Publisher: Union County Board of Education, Career Based Curriculum Project, P.O. Box 499, Monroe, North Carolina 28110
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge of occupations and career exploration skills
Descriptors: Occupational Information, Career Exploration
Number of Items: 63
Type of Item: Completion, multiple choice, matching, dichotomous choice
Intended Population: Students
Age or Grade Level: Grades 3 and 4
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: The best way to decide if you would like to be a nurse is to
a. visit a hospital to see what nurses do
b. read a story or a book about nurses
c. make up a story about a nurse
d. uncertain

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper, pencil, and consumbable instruments
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Career Education Career Awareness Test, Grades 2-3

AUTHOR: Dr. Norman W. Steinaker **DATE:** 1976

AVAILABILITY:

Publisher: Ontario-Montclair School District, 950 West "D" Street, P.O. Box 313, Ontario, California 91761
Cost: $17.00 per 100
ERIC:

INSTRUMENT DESCRIPTION

Purpose/Content: To determine students' level of career awareness
Descriptors: Career Awareness
Number of Items: 41
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grades 2-3
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Another word for job is
(a) consumer
(b) occupation
(c) wages

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Administered orally in a group setting. The test booklet is consumable.
Scoring: Hand scored

TEST DATA:

Reliability: Test-retest reliability .87 (Pearson r)
Validity: Item validity index (mean) .31 (Biserial r)

COMMENTS: Test related career education curriculum units available from district at each grade level. Other district-developed commercial programs available through Occupational Awareness, Inc., Los Alamitos, California 90720

TITLE: Career Education Cognitive Questionnaire, Grades 1-3

AUTHOR: Billie T. Rader
Karin Nelson

DATE: 1975
Copyright

AVAILABILITY:

Publisher: Minnesota Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455
Cost: $3.00
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To measure students' knowledge about concepts relating to the world of work. The following content areas are said to be included: (a) industry, (b) occupational levels, (c) ability requirements, (d) needs (and/or job satisfaction), and (e) working conditions (or characteristics).
Descriptors: Career Awareness, Career Exploration
Number of Items: 40
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grades 1-3
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. The test items utilize line drawings of workers and working conditions.

ADMINISTRATION

Time: 30-45 minutes with a 5-minute rest break in the middle
Response Mode: Paper and pencil. Students are asked to dr[illegible]n the appropriate circle under each line drawing.
Scoring: Electronically scored answer sheets (10 answer sheets included with each test booklet). Additional answer sheets $.05 each. A separate hand scoring key is also available ($.30).

TEST DATA:

Reliability: Test-retest reliability ranged from .943 to .969.
Validity: Face and content validity was verified by five inservice teachers.

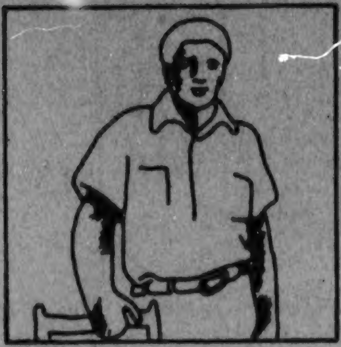
COMMENTS: An Administrative Manual and Technical Report is also available ($1.00).

TITLE:	Career Education Readiness Test (CERT), Primary Form
AUTHOR:	H. Dean Gray Carolyn Corine, Fred Henrichs **DATE:** 1975
AVAILABILITY:	
Publisher:	Career Education Readiness Measurement and Research, Southern Illinois University, Box 123, Edwardsville, Illinois 62025
Cost:	Not indicated
ERIC:	
INSTRUMENT DESCRIPTION:	
Purpose/Content:	To provide teachers with an estimate of their students' readiness to assimilate and integrate a variety of career education experiences. CERT consists of six separate subtests, each of which measures a different dimension of career education readiness. These subtests measure student attitudes and knowledge regarding: (1) sex role stereotyping, (2) intrinsic and extrinsic reasons for working, (3) occupational esteem, (4) awareness of vocational concepts, (5) occupational responsibilities, and (6) world of work vocabulary.
Descriptors:	Stereotyping, Work Values, Personal Values, Occupational Information, Work Responsibilities, Work Attitudes
Number of Items:	123
Type of Item:	Pictures, except for part six of the intermediate which involves sentence completions with five possible response choices for each incomplete sentence
Intended Population:	Students
Age or Grade Level:	Grades K-3
Forms:	1
Domain:	Cognitive and affective
EXAMPLE ITEM:	See page 33
ADMINISTRATION:	
Time:	Each of the six subtests can be administered in a classroom setting by teachers in approximately 30 minutes, but there are no time limits.
Response Mode:	Teacher reads each item and identifies the response choices. Students taking the primary form of the CERT mark their answers on consumable test booklets. Students taking the intermediate form record their responses on a separate answer sheet.
Scoring:	Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

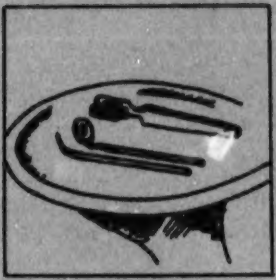


THIS IS A PICTURE OF MIKE.

MIKE LIKES TO WORK WITH LOTS OF PEOPLE.

WHICH OF THESE JOBS DO YOU THINK
MIKE WOULD LIKE TO DO?

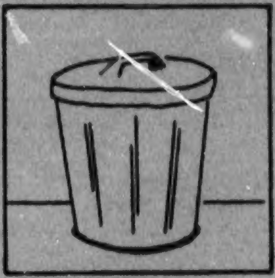
7



DENTIST

☺ ☹

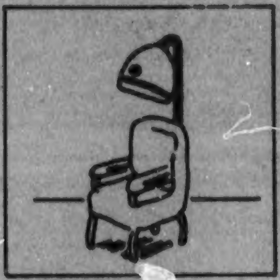
8



GARBAGE COLLECTOR

☺ ☹

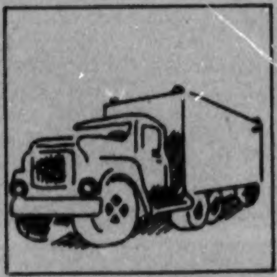
9



HAIR DRESSER

☺ ☹

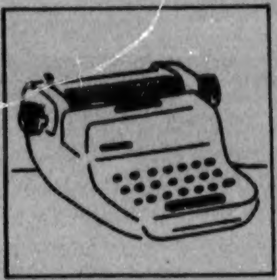
10



TRUCK DRIVER

☺ ☹

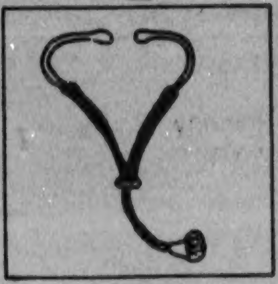
11



SECRETARY

☺ ☹

12



DOCTOR

☺ ☹

TITLE: Career Knowledge

AUTHOR: Dr. Barbara Fulton **DATE:** 1974 Copyright

AVAILABILITY:

Publisher: Evaluative Research Associates, 8444 Florissant, St. Louis, Missouri 63121
Cost: $10.00 for a package of 35 tests
ERIC:

INSTRUMENT DECRIPTION:

Purpose/Content: To assess the knowledge and concepts of primary grade-level children concerning the world of work
Descriptors: Career Awareness, Career Exploration
Number of Items: 30
Type of Items: Pictures with associated key words. Students are asked to select the picture which best fits each key word.
Intended Population: Students
Age or Grade Level: Grades K-3
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. There are three pictures for each job, and the student is asked to mark the one which is most like the job mentioned.

ADMINISTRATION:

Time: 15-25 minutes. Test should be individually administered at the kindergarten level. Two monitors should be present when test is given in a group setting.
Response Mode: Verbal
Scoring: Hand scored

TEST DATA:

Reliability: Internal consistency reliability estimate was .848.
Validity: Analysis of reviewer comments and student responses after pilot testing indicates that the final test form does provide appropriate communication to children and, according to school personnel, can be considered a content and process valid test.

COMMENTS: The instrument was also designed for children with special reading problems.

TITLE: Career Orientation Battery, Form 24
(Experimental Edition)

AUTHOR: New Educational Directions **DATE:** 1975

AVAILABILITY:

Publisher: New Educational Directions, Inc., P.O. Box 207, Crawfordsville, Indiana 47933, (317) 362-8877

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge of and attitudes toward objectives related to technology, self-esteem, attitudes toward work, and the world of work

Descriptors: Social Understandings, Self-esteem, Student Attitudes, Work Attitudes, Job Requirements, Economic Understanding

Number of Items: 112

Type of Item: Checklists, dichotomous choice, and multiple choice

Intended Population: Students

Age or Grade Level: Grades 2 to 4

Forms: 1

Domain: Cognitive and affective

EXAMPLE ITEM: Imagine you have a wooden pencil. Put a check mark (√) next to ALL of the workers who were necessary to make the pencil.

________ Forester
________ Carpenter
________ Miner
________ Lumberjack
________ Designer
________ Sawmill hand
________ Farmer

ADMINISTRATION:

Time: 40 to 120 minutes

Response Mode: Paper, pencil, and consumable instrument. Teachers read the questions aloud to their students.

Scoring: Hand scored or machine scored after keypunching

TEST DATA:

Reliability: Not indicated

Validity: Content validity established through review by career education practitioners

COMMENTS: Also available in Greek and Hispanic translations

TITLE: Pre-Post Test Occupational Survey, Grades K-1, TR Special Education

AUTHOR: Project Staff **DATE:** 1974

AVAILABILITY:

Publisher: Title III, ESEA, Nampa District No. 131, Nampa, Idaho 83651
Cost: $.03 per sheet
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess growth of student awareness of different types of workers, where they work, and some of the tools they use
Descriptors: Career Awareness
Number of Items: 59
Type of Items: Students are asked to identify workers on a series of picture cards,* tell where those workers are employed, and name the tools shown with the workers
Intended Population: Students
Age or Grade Level: K-1 and Special Education
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

Card No.	*Worker*		*Where*		*Tool Pictured*	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
1						

ADMINISTRATION:

Time: 15 minutes
Response Mode: Verbal responses to picture cards*
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: *Picture cards obtained from

Peabody Kit, Level No. 2
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota

Similar test developed for grades 2, 3, 4, and 5

TITLE: Pre-Post Test Local Occupational Survey, Grade 2

AUTHOR: Project staff **DATE:** 1974

AVAILABILITY:

Publisher: Title III, ESEA, Nampa District No. 131, Nampa, Idaho 83651
Cost: $.03 per sheet
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge of career awareness
Descriptors: Career Awareness
Number of Items: 14
Type of Items: Students asked to name 10 workers in their community, name 1 tool which each worker might use, and draw pictures of these workers
Intended Population: Students
Age or Grade Level: Grade 2
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

Part A	Part B
Name 10 workers in our community.	Name one tool which each of these workers might use.

1. ______________________________
2. ______________________________
3. ______________________________

ADMINISTRATION:

Time: No time limit but designed to be completed in 30 to 45 minutes
Response Mode: Paper, pencil, and crayons
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: Similar tests developed for grades K-1, 3, 4, and 5

TITLE: Pre-Post Test Local Occupational Survey, Grade 3

AUTHOR: Project staff **DATE:** 1974

AVAILABILITY:

Publisher: Title III, ESEA, Nampa District No. 131, Nampa, Idaho 83651
Cost: $.03 per sheet
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' development of career awareness
Descriptors: Career Awareness
Number of Items: 20
Type of Items: Students asked to name 15 workers in their community and 3 tools which each might use. They were also asked to draw pictures (5) of these workers.
Intended Population: Students
Age or grade level: Grade 3
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

Name 15 workers in our community.	Name three tools which each of your workers might use.

1. ______________________
2. ______________________
3. ______________________

ADMINISTRATION:

Time: No time limit but designed to be completed in 30 to 45 minutes

Response Mode: Paper, pencil, and crayons
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: Similar tests developed for grades K-1, 2, 4, and 5

TITLE: Radford City Schools Career Education Program, Pre and Post Test; Self-Awareness and Work Inventory 1976-77, Kindergarten

AUTHOR: Not indicated **DATE:** 1976

AVAILABILITY:

Publisher: Radford City Schools, Career and Vocational Education Programs, 1612 Wadsworth Street, Radford, Virginia 24141
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help assess students' knowledge of and attitude toward career awareness
Descriptors: Career Awareness, Self-concept, Self-awareness, Curriculum Planning
Number of Items: 8
Type of Item: Dichotomous choice
Intended Population: Students
Age or Grade Level: Kindergarten
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Does the carpenter need a hammer to build a house? Answer Yes or No

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper, pencil, and consumable instrument
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Radford City School's Career Education Program Pre and Post Test; Self-Awareness and Work Inventory, 1976-1977, Grades 1-3

AUTHOR: Not indicated **DATE:** 1976

AVAILABILITY:

Publisher: Radford City Schools, Career and Vocational Education Programs, 1612 Wadsworth Street, Radford, Virginia 24141
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge of and attitudes toward career awareness
Descriptors: Career Awareness, Self-concept, Self-awareness
Number of Items: 18
Type of Item: Dichotomous choice
Intended Population: Students
Age or Grade Level: Grades 1-3
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Do all workers have the same working hours? Answer Yes or No

____

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:
Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Student Attitude Survey (SAS), Form A

AUTHOR: Not indicated **DATE:** 1974 Copyright

AVAILABILITY:

Publisher: Evaluation Research Associates, 8444 Florissant, St. Louis, Missouri 63121

Cost: $6.50 per package of 35 tests and $11.00 per combination of two different test forms

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' attitudes toward self and others

Descriptors: Self-concept, Self-identity, Personal Values, Self-social Fulfillment

Number of Items: 36

Type of Item: Students are read statements about a series of pictures and are asked how they feel about them.

Intended Population: Students

Age or Grade Level: Preschool - Grade 3

Forms: 1

Domain: Affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. The teacher reads a statement for each drawing presented to the student. The student marks the drawing if he/she is like the person in the drawing and leaves it blank if not.

ADMINISTRATION:

Time: Approximately 20 minutes. It should be individually administered at the preschool and kindergarten levels. For grades 1-3, two administrators should be present in each classroom.

Response Mode: Paper and pencil

Scoring: Hand scored. The pictures are scored 1 or 0 depending on whether or not they were marked by the students. The scores for each (self and others) are then totalled and rated.

TEST DATA:

Reliability:	Internal consistency was estimated using the odd-even method of calculation, adjusted using the Spearman-Brown Prophecy Formula. Reliabilities were .62 (self-scale) and .78 (other scale).
Validity:	Each item was rated for content, wording, and scale placement by three persons, two from University staff and one elementary school project director. Agreement by the raters was a criterion for placement on the survey.

COMMENTS:

TITLE: Student Attitude Survey (SAS), Form C

AUTHOR: Not indicated **DATE:** 1974
Copyright

AVAILABILITY:

Publisher: Evaluative Research Associates, 8444 Florissant, St. Louis, Missouri 63121

Cost: $6.50 per package of 35 tests and $11.00 per combination of two different test forms

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' attitudes toward school and work
Descriptors: Work Attitudes, Personal Values, Learning Attitudes
Number of Items: 24
Type of Item: Students are read statements about a series of pictures and are asked how they feel about them.
Intended Population: Students
Age or Grade Level: Preschool - grade 3
Forms: 1
Domain: Affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. The teacher reads a statement for each drawing presented to the student. There is a happy, neutral, and sad face following each picture. The student marks the face that best expresses his/her feelings about the activity described and pictured.

ADMINSTRATION:

Time: Approximately 20 minutes. It should be individually administered at the preschool and kindergarten levels. For grades 1-3, two administrators should be present in each classroom.
Response Mode: Paper and pencil
Scoring: Hand scored. The pictures are scored 1 or 0 depending on whether or not they were marked by the students. The scores for each index (self index and others index) are then totalled and rated.

TEST DATA:

Reliability: Internal consistency was estimated using the odd-even method of calculation, adjusted using the Spearman-Brown Prophecy Formula. Reliabilities were .77 (school scale) and .64 (work scale).

Validity:	Each item was rated for content, wording, and scale placement by three persons, two from University staff and one elementary school project director. Agreement by the raters was a criterion for placement on the survey.

COMMENTS:

TITLE: Student Growth Assessment of Career Development Inventory, Form A

AUTHOR: T. Antoinette Ryan **DATE:** Not indicated

AVAILABILITY:

Publisher: Office of Instructional Services, Hawaii State Department of Education, P.O. Box 2360, Honolulu, Hawaii 96804
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine students' knowledge in four career development areas: (1) self-realization, (2) social relationships, (3) civic responsibility, and (4) economic efficiency
Descriptors: Career Development, Self-identity, Societal Responsibilities, Citizenship, Economic Understanding
Number of Items: 100 per instrument

Type of Item: Dichotomous choice and multiple choice

Intended Population: Students

Age or Grade Level: Grade 3
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: There are jobs from which people get great, satisfaction even though the pay may be low. True False.

ADMINISTRATION:

Time: Each instrument may be administered in two or four sessions in order to avoid boredom or fatigue.
Response Mode: Paper and pencil.
Scoring: Hand scored, scoring keys provided.

TEST DATA:

Reliability: Pre-post test correlation coefficients were .72 to .75.
Validity: Content and construct validity were discussed.

COMMENTS: An administrator's manual of instruction is available.

TITLE: Wisconsin Department of Public Instruction Statewide Survey of Needs for Career Education (Form PI-Q-61)

AUTHOR: Arlys E. Gessner **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education
Descriptors: Needs Assessment, Curriculum Planning, Educational Requirements
Number of Items: 10
Type of Item: Three-point rating scale
Intended Population: Students
Age or Grade Level: Grade 3
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

	A Lot	Some	A Little
I am finding out the things I like to do.	☐	☐	☐

ADMINISTRATION:

Time: No time limits indicated. (It takes approximately 20-25 minutes to administer.)
Response Mode: Paper and pencil
Scoring: Hand scored or may be programmed by computer

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

Abstracts for

Grades 4 through 6

For additional abstracts also appropriate
for this level, see pages: 26,28,35,65,70,71,81,89,95,115

TITLE: Career Awareness Inventory

AUTHOR: La Verna M. Fadale **DATE:** 1974 Copyright

AVAILABILITY:

Publisher: Scholastic Testing Service, 480 Meyer Road, Bensenville, Illinois 60106

Cost: Reusable booklets: 20 for $12.00; answer sheets: 50 for $8.50; manual: $.60 each; scor-vue for hand scoring: $.50 each; machine scoring: $.80 per student

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To identify the occupational awareness level of students. Its seven subtests are concerned with: student identification of occupations, occupations requiring college, personal knowledge of workers, connection between occupations and specific products, occupational status, occupational clusters, and work attitudes.

Descriptors: Career Awareness, Occupational Information, Educational Career Relationships

Number of Items: 131

Type of Item: Multiple choice and dichotomous choice

Intended Population: Students

Age or Grade Level: Grades 4-9 (revision under way for 1977-1978 to have 2 forms: one for grades 3-6 and one for grades 7-12)

Forms: 1

Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Students are presented with a picture. They are asked questions related to the activities of persons in the pictures and students are to identify the correct occupation from a choice of five.

ADMINISTRATION:

Time: 60 to 90 minutes

Response Mode: Paper and pencil

Scoring: Electronically or hand scored

TEST DATA:

Reliability: Spearman Brown coefficient = .80

Validity: Not indicated

COMMENTS:

TITLE: Career Education Affective Assessment Questionnaire, Grades 4-6 (Experimental Purposes Only)

AUTHOR: Katy Greenwood **DATE:** 1974 Copyright

AVAILABILITY:

Publisher: Minnesota Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455
Cost: $.50
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To measure feelings of students toward a wide range of concepts related to the world of work
Descriptors: Career Awareness, Career Attitudes, Personal Values
Number of Items: 105
Type of Item: Three-point response
Intended Population: Students
Age or Grade Level: Grades 4-6
Forms: 1
Domain: Affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Each question in the test is followed by the following response categories: I like it, I don't know, and I don't like it. The student is asked to circle the number below the appropriate response category.

ADMINISTRATION:

Time: Designed to be administered to a class in 30 to 45 minutes
Response Mode: Paper and pencil responses on separate answer sheet
Scoring: Hand scored

TEST DATA:

Reliability: Information not available at this time--will be available later
Validity: Information not available at this time--will be available later

COMMENTS:

TITLE: Career Education Career Concepts Test, Grades 4-6

AUTHOR: Dr. Norman W. Steinaker **DATE:** 1976

AVAILABILITY:

Publisher: Ontario-Montclair School District, 950 West "D" Street, P.O. Box 313, Ontario, California 91761
Cost: $22.00 per 100
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine students' knowledge of career concepts
Descriptors: Career Exploration, Economic Awareness
Number of Items: 50
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grades 4-6
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Basic to an industrial society is
a. energy
b. production
c. manufacturing plants
d. publicity

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil responses utilizing answer sheet
Scoring: Hand scored

TEST DATA:
Reliability: Test-retest reliability .81 (Pearson r)
Validity: Item validity index (mean) .35 (Biserial r)

COMMENTS: Test-related career education curriculum units key to the Experiential Taxonomy available from district at each grade level. Other district-developed commercial programs available through Occupational Awareness, Los Alamitos, California 90720

TITLE: Career Education Cognitive Questionnaire, Grades 4-6

AUTHOR: Billie T. Rader
Scott G. Anderson

DATE: 1975
Copyright

AVAILABILITY:

Publisher: Minnesota Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455
Cost: $.50
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge of concepts related to the world of work. The following content areas are said to be included: (a) industry, (b) occupational levels, (c) ability requirements, (d) needs (and/or job satisfaction), (e) working conditions (or characteristics), and (f) career decision process.
Descriptors: Career Awareness, Career Exploration
Number of Items: 54
Type of Item: Matching (27) and multiple choice (27)
Intended Population: Students
Age or Grade Level: Grades 4-6
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. The test asks students to match jobs with certain characteristics and to select the best response to specific questions.

ADMINISTRATION:

Time: 30 to 45 minutes
Response Mode: Paper and pencil response on separate answer sheets
Scoring: Electronically scored. Optical scan answer sheets cost $.05 each. A separate hand-scoring key is also available ($.30).

TEST DATA:

Reliability: Test-retest reliability ranged from .895 to .947
Validity: Face and content validity was verified by five inservice teachers.

COMMENTS: A separate *Administrative Manual and Technical Report* is also available ($1.00.)

TITLE: Career Education Elementary Student Questionnaire

AUTHOR: Not indicated **DATE:** 1976

AVAILABILITY:

Publisher: Career Education Office, Colorado State Department of Education, Denver, Colorado
Cost: Not indicated
ERIC

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide information on the status of career education in local schools and help determine further efforts in Career Education
Descriptors: Needs Assessment
Number of Items: 17
Type of Item: Trichotomous choice
Intended Population: Students
Age or Grade Level: Grade 6
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Do you know what kind of job you want to have when you are through school?

YES	NO	N/A

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: .643 (.841 if extended to 50 items)
Validity: Not indicated

COMMENTS:

TITLE: Career Education Readiness Test (CERT), Intermediate Form

AUTHOR: H. Dean Gray Carolyn Corine Fred Henrichs **DATE:** 1975

AVAILABILITY:

Publisher: Career Education Readiness Measurement and Research, Southern Illinois University, Box 123, Edwardsville, Illinois 62025

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide teachers with an estimate of their students' readiness to assimilate and integrate a variety of career education experiences. CERT consists of six separate subtests, each of which measures a different dimension of career education readiness. These subtests measure student attitudes and knowledge regarding: (1) sex role stereotyping, (2) intrinsic and extrinsic reasons for working, (3) occupational esteem, (4) awareness of vocational concepts, (5) occupational responsibilities, and (6) world of work vocabulary.

Descriptors: Stereotyping, Work Values, Personal Values, Occupational Information, Work Responsibilities, Work Attitudes, Equal Opportunities

Number of Items: 217

Type of Item: Pictures, except for part six of the intermediate which involves sentence completions with five possible response choices for each incomplete sentence

Intended Population: Students

Age or Grade Level: Grades 4-6

Forms: 1

Domain: Cognitive and affective

EXAMPLE ITEM: See following page

ADMINISTRATION:

Time: Each of the six subtests can be administered in a classroom setting by teachers in approximately 30 minutes, but there are no time limits.

Response Mode: Teacher reads each item and identifies the response choices. Students taking the primary form of the CERT mark their answers on consumable test booklets. Students taking the intermediate form record their responses on a separate answer sheet.

Scoring: Hand scored

TEST DATA:

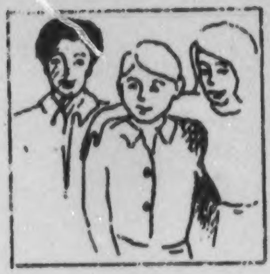
Reliability:	Not indicated
Validity:	Not indicated

COMMENTS:

1

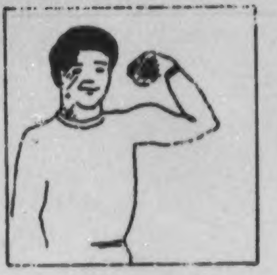
SAMPLE

A



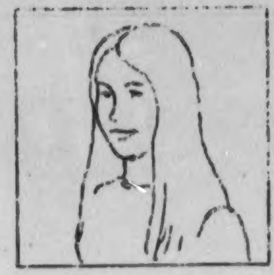
BE WITH FRIENDS

B



GET EXERCISE

C

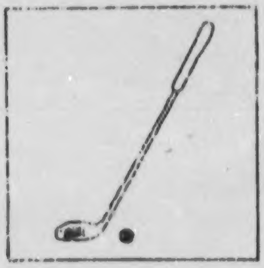


HAVE FUN

1. MOST IMPORTANT REASON FOR PLAYING
2. LEAST IMPORTANT REASON FOR PLAYING

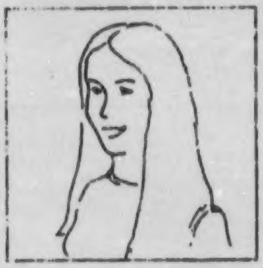
SAMPLE

A



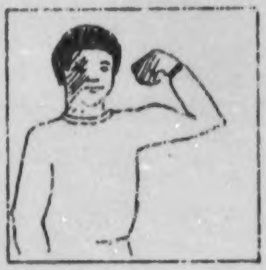
TAKE A WORK BREAK

B



HAVE FUN

C

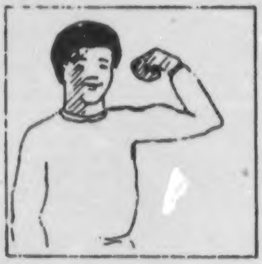


GET EXERCISE

3. MOST IMPORTANT REASON FOR PLAYING
4. LEAST IMPORTANT REASON FOR PLAYING

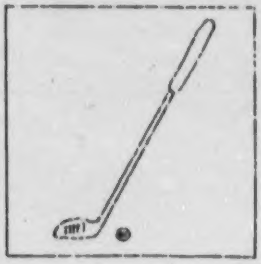
SAMPLE

A



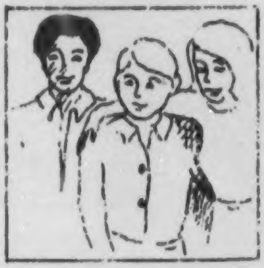
GET EXERCISE

B



TAKE A WORK BREAK

C



BE WITH FRIENDS

5. MOST IMPORTANT REASON FOR PLAYING
6. LEAST IMPORTANT REASON FOR PLAYING

TITLE: Career Orientation Battery, Form 58 (Experimental Edition)

AUTHOR: New Educational Directions, Inc. **DATE:** 1975

AVAILABILITY:

Publisher: New Educational Directions, Inc., Box 307, Crawfordsville, Indiana 47933,(317) 362-8877
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge of and attitudes toward objectives related to technology, self-esteem, attitudes toward school, attitudes toward work, decision-making skills, and the world of work
Descriptors: Social Understanding, Self-esteem, Student Attitudes, Work Attitudes, Career Decision Making, Job Requirements
Number of Items: 145
Type of Item: Multiple choice and dichotomous choice
Intended Population: Students
Age or Grade Level: Grades 5 to 8
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Which is more important to consider in choosing a future occupation?
a. Your sex
b. Your grades

ADMINISTRATION:

Time: 35 to 90 minutes
Response Mode: Paper and pencil
Scoring: Electronically scored

TEST DATA:
Reliability: Not indicated
Validity: Content validity established through review by career education practitioners

COMMENTS: Also available in Greek and Hispanic translations

TITLE: 5th Grade (Questionnaire)

AUTHOR: Dr. Allen Lee **DATE:** Not indicated

AVAILABILITY:

Publisher: William A. Korizek, Helena School District No. 1, 1115 Roberts Street, Helena, Montana 59601
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge and attitudes about (a) jobs they would like to have, (b) jobs available in the community, and (c) how they would obtain jobs
Descriptors: Career Choices, Obtaining Employment, Occupational Information
Number of Items: 31
Type of Items: Dichotomous choice, multiple choice, fill-in the blanks
Intended Population: Students
Age or Grade Level: 5th grade
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: List 3 jobs, away from home, you could do if you wanted to earn some money.

1. ____________________
2. ____________________
3. ____________________

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: A final project report, dated June 30, 1974, was prepared by Helena School District No. 1 under the title "The Next Step--A Comprehensive Program in Occupational Preparation and Placement."

TITLE: How I See Myself, Elementary Form

AUTHOR: Ira J. Gordon **DATE:** 1966

AVAILABILITY:

Publisher: Ira J. Gordon, School of Educ., UNC, Chapel Hill, North Carolina 27514
Cost: $.08/copy (26 or more copies)
$.10/copy (25 or less copies)
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To measure students' self-esteem
Descriptors: Self-concept
Number of Items: 40
Type of Item: Likert scale
Intended Population: Students
Age or Grade Level: Grades 3-8
Forms: 1
Domain: Affective

EXAMPLE ITEM: I like school. 1 2 3 4 5 I don't like school.
(circle one)

ADMINISTRATION:

Time: No time limits, takes approximately 20 to 30 minutes
Response Mode: Paper and pencil
Scoring: Hand scored; can be computer scored for large data sets by FERDC

TEST DATA:

Reliability: In manual
Validity: In manual

COMMENTS: Test manual is available from the Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32611 ($1.00 per copy), 1968. Currently being revised

TITLE: National Assessment of Educational Progress, Career and Occupational Development (COD): Released Exercises

AUTHOR: National Assessment of Educational Progress

DATE: 1973-1974

AVAILABILITY:

Publisher: National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295

Cost: Not indicated

ERIC: Assigned numbers pending

INSTRUMENT DESCRIPTION:

Purpose/Content: To measure students' attainment of career and occupational objectives related to: (1) preparing for making career decisions, (2) improving career and occupational skills, (3) possessing skills that are generally useful in the world of work, (4) practicing effective work habits, and (5) having positive attitudes toward work

Descriptors: Career Decision Making, Work Habits, Work Attitudes, Career Preparation, Vocational Competencies

Number of Items: 61--number of parts varies with exercise

Type of Item: Multiple choice and open-ended comments

Intended Population: Students and adults

Age or Grade Level: 9-year olds, 13-year olds, 17-year olds, and 26- to 35-year olds

Forms: Sixty-one exercises were released after the 1973-1974 COD assessment. Some exercises have been developed for specific age groups while others overlay several groups. This packet of materials has been prepared as a resource for the custom building of assessment instruments by state and local education agencies.

Domain: Cognitive and affective

EXAMPLE ITEM:

A. Have you talked seriously to anyone about your plans for the future--what you want to do, what training or education you need, etc.?

☐ Yes (go to B)

☐ No (end the exercise)

☐ I don't know (end the exercise)

☐ No response (end the exercise)

National Assessment of Educational Progress, Career and Occupational Development (COD): Released Exercises, continued

B. Who have you talked to? I do not want their names; I just want to know what KIND of person you talked to.

I don't know

No response

For each person named by respondent ask, "IS THIS PERSON OLDER THAN YOU?" and "IS THIS PERSON AWARE OF YOUR SKILLS, ABILITIES, GOALS, OR INTERESTS?" Record responses below person given (up to 3 total).

1) Person: ______________________

	Yes	No	I don't know	No response
Older?				
Aware?				

ADMINISTRATION:	
Time:	Some exercises have no time limits, while others are timed with limits ranging from 31 seconds to 24 minutes, 14 seconds.
Response Mode:	Paper and pencil. Some exercises are group administered while others are done individually.
Scoring:	Electronically and hand scored
TEST DATA:	
Reliability:	Not indicated
Validity:	Not indicated
COMMENTS:	Overviews of this assessment effort are available in *National Assessment of Educational Progress Objectives for Career and Occupational Development; The First National Assessment of Career and Occupational Development: An Overview; Adult Work Skills and Knowledge; An Assessment of Career Development: Basic Work Skills;* and *Career and Occupational Development Technical Report: Exercise Volume.*

TITLE:	New Mexico Statewide Evaluation Program (Test 5001)		
AUTHOR:	Evaluation Unit Staff	**DATE:**	1973-1977
AVAILABILITY:			
Publisher:	Evaluation, Assessment, and Testing, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503		
Cost:	Not indicated		
ERIC:			
INSTRUMENT DESCRIPTION:			
Purpose/Content:	To provide data on students' attitudes about the personal and social significance of work for themselves and society		
Descriptors:	Curriculum Planning, Work Values, Personal Values, Economic Understanding		
Number of Items:	25		
Type of Item:	Likert-type scale		
Intended Population:	Students		
Age or Grade Level:	Grades 6, 9, and 12		
Forms:	Multiple		
Domain:	Affective, cognitive		
EXAMPLE ITEM:	We have a good standard of living because every worker does his or her fair share: a. strongly agree b. agree c. disagree d. strongly disagree		
ADMINISTRATION:			
Time:	20 minutes		
Response Mode:	Paper and pencil		
Scoring:	Electronically scored		
TEST DATA:			
Reliability:	Item statistics available from New Mexico Department of Education		
Validity:	Item statistics available from New Mexico Department of Education		
COMMENTS:			

TITLE: Orientation to Career Concepts Series

AUTHOR: Dr. Barbara Fulton
Dr. Robert Tolsma

DATE: 1973
Copyright

AVAILABILITY:

Publisher: Evaluative Research Associates, 8444 Florissant, St. Louis, Missouri 63121

Cost: Total series costs $46.00 (includes packages of 35 reusable booklets for each of the 10 scales). Answer sheets cost $47.50 for a package of 500.

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess what students know about 10 important aspects of the world of work: (1) work awareness, (2) worker activities, (3) vocational vocabulary, (4) occupational incongruities, (5) occupational similarities, (6) occupational tools, (7) ability to relate an individual's interests, abilities, and hobbies to possible occupations, (8) working conditions, (9) occupational training, and (10) workers' earnings

Descriptors: Job Requirements, Occupational Information, Economic Understanding

Number of Items: 200 (20 items per subtest)

Type of Item: Multiple choice

Intended Population: Students

Age or Grade Level: Grades 3-12, with special emphasis on grades 3-8

Forms: Ten separate scales which can be administered separately or as a battery

Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test, therefore, an example item is not presented. Students are asked to select the best of five possible choices.

ADMINISTRATION:

Time: Averages 20 minutes per scale or approximately three hours for the entire battery

Response Mode: Paper and pencil

Scoring: Electronically scored on special answer sheets which can be purchased from the publisher. Data processing services are available from the publisher.

TEST DATA:

Reliability: Alpha coefficient test reliability scores generally were distributed in the .60s, .70s, and .80s. However, in a few instances, primarily at the lower grade levels, the reliability scores are low; e.g., 4th graders, subtest scores were .456/working conditions, .145/occupational training, and .565/worker's earnings.

Validity: Has been validated against three different criteria: (1) student responses on the Career Concepts Inventory, *(2) Dictionary of Occupational Titles*, and *(3) The Occupational Outlook Handbook.*

COMMENTS: A handbook entitled *Career Education Strategies* is also available. It describes the development and administration of the test series.

TITLE: The Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself)

AUTHOR: Dr. Ellen V. Piers
Dr. Dale B. Harris

DATE: 1969

AVAILABILITY:

Publisher: Counselor Recordings and Tests, Box 6184 Acklen Station, Nashville, Tennessee 37212
Cost: Test $.20 each, scoring key $1.50 each, manual $1.00 each
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: A personality scale designed to assess students' self-concepts
Descriptors: Self-concept
Number of Items: 80
Type of Item: Dichotomous choice: students respond yes/no to a series of first person declarative questions
Intended Population: Students
Age or Grade Level: Grades 3-12
Forms: 1
Domain: Affective

EXAMPLE ITEM:

(circle one)
I am unpopular .... yes no

ADMINISTRATION:

Time: 15-20 minutes
Response Mode: Paper, pencil, and consumable instruments
Scoring: Hand scored with scoring key. Computer scoring services are also available from CRT according to the following price schedule: 10-99 tests/$.40 each; 100-999 tests/$.35 each; and 1,000 or more tests/$.30 each.

TEST DATA:

Reliability: Internal consistency (KR21) ranges fronm .78 to .93 (grades 3, 6, and 10). Internal consistency (Spearman-Brown odd-even formula) ranges from .87 to .90 (grades 6 and 10), and 4-month test-retest reliability ranges from .71 to .72 (grades 3, 6, and 10).

Validity: Concurrent validity was established (at the .01 level) with the Lipsitt Children's Self Concept scale, socially effective behavior, and superego strength measures. Significant negative correlations (.01 level) were established with the Health Problem and Big Problems on SRA Junior Inventory measures. Correlations with teacher and peer ratings ranged from .06 (nonsignificant) to .49 (significant at the .01 level).

COMMENTS: The CRT computer processing yields a total score and 6 subscores as well as group means and standard deviations. It is processed in output card and printout form.

TITLE: Pre-Post Test Local Occupational Survey, Grade 4

AUTHOR: Project Staff **DATE:** 1974

AVAILABILITY:

Publisher: Title III ESEA, Nampa District No. 131,
Nampa, Idaho 83651
Cost: $.03 per sheet
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' growth of career awareness
Descriptors: Career Awareness
Number of Items: 15
Type of Items: Students are asked to name 15 workers in their community and indicate for each worker (a) if he/she performs a service or produces a product, (b) where he/she might do his/her work, (c) what clothing he/she wears, and (d) one tool he/she might use. No indication given concerning the picture(s) students were expected to draw (sheet blank).
Intended Population: Students
Age or Grade Level: Grade 4
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Name 15 workers in our community

For each of the workers you named, tell:

A. If he/she performs a service or produces a product
B. Where he/she might do his/her work
C. What clothing he/she wears
D. One tool he/she might use

1. ____________________
2. ____________________
3. ____________________

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored, 1 point for each "reasonable" answer

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: Similar tests developed for grades K-1, 2, 3, and 5

TITLE: Radford City Schools Career Education Program, Pre and Post Test, Career Education Appraisal 1976-1977, Grades 4-7

AUTHOR: Not indicated

DATE: 1976

AVAILABILITY:

Publisher: Radford City Schools, Career and Vocational Education Programs, 1612 Wadsworth Street, Radford, Virginia 24141
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge of and attitudes toward career awareness
Descriptors: Career Awareness, Self-concept, Self-awareness
Number of Items: 20
Type of Item: Dichotomous Choice
Intended Population: Students
Age or Grade Level: Grades 4-7
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: There is only one job that will fit my interests and needs.

Answer True or False

____

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Statewide Survey of Needs for Career Education (Form PI-Q-62)

AUTHOR: Arlys E. Gessner **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education
Descriptors: Needs Assessment, Curriculum Planning, Educational Requirements
Number of Items: 18
Type of Item: 4-point rating scale
Intended Population: Students
Age or Grade Level: Grade 6
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

Career Education Opportunity	I need this:			
	Less	Same Amount	More	Great Deal More
1. I need to discover what is important to me.	1	2	3	4
2. I need to feel good about the things I do.	1	2	3	4

ADMINISTRATION:

Time: No time limits indicated. (It takes about 20-25 minutes to administer.)
Response Mode: Paper and pencil
Scoring: Electronically scored answer sheet or can be hand scored or programmed by computer

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Student Attitude Survey (SAS), Form B

AUTHOR: Not indicated **DATE:** 1974 Copyright

AVAILABILITY:

Publisher: Evaluative Research Associates, 8444 Florissant, St. Louis, Missouri 63121

Cost: $6.50 per package of 35, tests, $11.00 per combination of two different test forms

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' attitudes toward self, others, school, and work

Descriptors: Career Attitudes, Personal Values, Self-identity, Self-concept, Work Attitudes, Self-social Fulfillment

Number of Items: 30

Type of Item: 4-point scale

Intended Population: Students

Age or Grade Level: Grades 3-12

Forms: 1

Domain: Affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Students read statements and choose from yes, usually yes, usually no, and no.

ADMINISTRATION:

Time: Approximately 20 to 30 minutes

Response Mode: Paper and pencil

Scoring: Electronically scored. Scoring services are available from publisher.

TEST DATA:

Reliability: Alpha coefficients were .72 (positive school scale), .86 (negative school scale), .70 (achievement need scale), .85 positive work scale), and .79 (negative work scale).

Validity: Each item was rated for content, wording, and scale placement by three persons, two from University staff and one elementary school project director. Agreement by the raters was a criterion for placement on the survey.

COMMENTS:

TITLE: Student Attitude Survey (SAS), Form D

AUTHOR: Not indicated **DATE:** 1974 Copyright

AVAILABILITY:

Publisher: Evaluative Research Associates, 8444 Florissant, St. Louis, Missouri 63121
Cost: $6.50 per package of 35 tests, $11.00 per combination of two different test forms.
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' attitudes toward self, others, school, and work
Descriptors: Career Attitudes, Personal Values, Self-concept, Work Attitudes, Self-social Fulfillment
Number of Items: 40 (Form D)
Type of Item: 4-point scale
Intended Population: Students
Age or Grade Level: Grades 3-12
Forms: 1
Domain: Affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Students are presented with statements and choose among yes, usually yes, usually no, and no.

ADMINISTRATION:

Time: Approximately 20 to 30 minutes
Response Mode: Paper and pencil
Scoring: Electronically scored. Scoring services available from publisher

TEST DATA:

Reliability: Alpha-coefficients were .72 (positive school scale), .86 (negative school scale), .70 (achievement need scale), .85 (positive work scale), and .79 (negative work scale).
Validity: Each item was rated for content, wording, and scale placement by three persons, two from University staff and one elementary school project director. Agreement by the raters was a criterion for placement on the survey.

COMMENTS:

TITLE: Student Growth Assessment of Career Development Inventory, Form B

AUTHOR: T. Antoinette Ryan **DATE:** Not indicated

AVAILABILITY:

Publisher: Office of Instructional Services, Hawaii State Department of Education, P.O. Box 2360, Honolulu, Hawaii 96804
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine students' knowledge in four career development areas: (1) self-realization, (2) social relationships, (3) civic responsibility, and (4) economic efficiency
Descriptors: Career Development, Self-identity, Societal Responsibilities, Citizenship, Economic Understanding
Number of Items: 100 per instrument
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grade 6
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: An aptitude that a person might have is: (select one)
a. mechanical c. charming
b. fat d. selfish

ADMINISTRATION:

Time: Each instrument may be administered in two or four sessions in order to avoid boredom or fatigue.
Response Mode: Paper and pencil.
Scoring: Hand scored, scoring keys provided

TEST DATA:

Reliability: Pre-post test correlation coefficient .77 to .78
Validity: Content and construct validity were discussed.

COMMENTS: An administrator's manual of instructions is available.

Abstracts for

Grades 7 through 9

For additional abstracts also appropriate
for this level, see pages:
49,57,59,60,62,63,65,68,70,71,95,131,134,
139,140,141,142,160,168,170,172,180,183,
189,190,191,193

TITLE: Attitudes and Appreciation for Career Success (Category 4, Booklet 1)

AUTHOR: Texas Education Agency and the Partners in Career Education Project

DATE: 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to attitudes and appreciation of career success
Descriptors: Personal Values, Work Attitudes
Number of Items: 16
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grades 7-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Virginia is a typist. A problem concerning work assignments has arisen which she believes should be taken care of immediately. Who would be the best person to talk with about the problem?
a. a co-worker in the office
b. her immediate supervisor
c. the company president
d. her husband

ADMINISTRATION:

Time: No time limits, but is designed to be completed in one class period
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) greater than .50.

Validity: No specific information was given for this test, however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS: This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: Attitudes and Appreciation for Career Success (Category 4, Booklet 2)

AUTHOR: Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to appreciation for the importance of quality work
Descriptors: Personal Values, Work Attitudes
Number of Items: 9
Type of Item: Multiple choice
Intended Population: Students
Age or grade Level: Grades 7-12
Forms: 2
Domain: Affective

EXAMPLE ITEM: Mike always takes time to check his work carefully. He thinks it is important to do his job properly, even if nobody else knows the difference. Which *one* of the following is *most* likely the reason for Mike's behavior?
a. He makes more money.
b. He takes pride in his work.
c. He is trying to impress his co-workers.
d. He has some extra time.

ADMINISTRATION:

Time: No time limits, but designed to be completed in one class period
Resonse Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) greater than .50.

Validity: No specific information was given for this test; however the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS: This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: California Occupational Preference System Inventory (COPSystem)

AUTHOR: Robert R. Knapp
Lila Knapp

DATE: 1974
Copyright

AVAILABILITY:

Publisher: EdITS/Educational and Industrial Testing Service, P.O. Box 7234, San Diego, California 92107

Cost: Specimen set $3.25

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help students define the kinds of work they are interested in doing. The instrument lists many activities that are performed in different occupations. Respondents are asked whether or not they would like to perform the activities listed. COPSystem provides scores in the following occupational interest areas: science (professional), science (skilled), technology (professional), technology (skilled), consumer economics, outdoor, business (professional), business (skilled), clerical, communication, arts (professional), arts (skilled), service (professional), and service (skilled).

Descriptors: Occupational Information, Occupational Interests, Career Planning, Career Exploration

Number of Items: 168
Type of Item: 4-point (Likert-type) scale
Intended Population: Students
Age or Grade Level: Grades 7-12
Forms: 1
Domain: Affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Students are presented with activities and they choose from among the following four responses: like very much, like moderately, dislike moderately, or dislike very much.

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored or electronically scored, answer sheets also available

TEST DATA:

Reliability: Split half reliability (internal consistency) ranges from .86 to .95. Test-retest reliability ranges from .77 to .93.

Validity: Not indicated

COMMENTS: *Self Interpretation Profile and Guide* and a separate *Manual* are available. COPSystem normative data for grades 7-12 were collected in the Spring of 1975 from a nationwide sample of over 7,000 boys and girls in public schools in the United States.

TITLE: Career Based Curriculum, Middle Grades Form

AUTHOR: Dr. Barbara M. Parramore
Dr. Joseph R. Clary
Dr. Walter L. Cox

DATE: 1975

AVAILABILITY:

Publisher: Union County Board of Education, Career Based Curriculum Project, P.O. Box 499, Monroe, North Carolina 28110
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help assess students' knowledge of occupations, career exploration skills, and degree of career awareness
Descriptors: Occupational Information, Career Exploration, Career Awareness, Personal Values
Number of Items: 42
Type of Item: Multiple choice, matching, completion
Intended Population: Students
Age or Grade Level: Grades 6-8
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Which of the following occupations requires the most training?

a. sales clerk
b. baker
c. machinist
d. telephone operator
e. uncertain

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Papers, pencil, and consumable instruments
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Career Education Affective Assessment Questionnaire, Grades 7-9 (Experimental Purposes Only)

AUTHOR: John D. Skinkle **DATE:** 1974 Copyright

AVAILABILITY:

Publisher: Minnesota Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455
Cost: $.50
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' feelings about a wide range of concepts related to the world of work
Descriptors: Career Awareness, Career Attitudes, Personal Values
Number of Items: 122
Type of Item: Likert-type scale
Intended Population: Students
Age or Grade Level: Grades 7-9
Forms: 1
Domain: Affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Each question on the test is followed by a 5-point scale of either Not Very Important to Very Important or Not Very Good to Very Good. The student is asked to circle the number of the appropriate response category.

ADMINISTRATION:

Time: Designed to be administered to a class in 30 to 45 minutes
Response Mode: Paper and pencil responses on separate answer sheets
Scoring: Hand scored

TEST DATA:

Reliability: Information not available at this time—will be available later
Validity: Information not available at this time—will be available later

COMMENTS:

TITLE:	Career Education Cognitive Questionnaire, Grades 7-9
AUTHOR:	Billie T. Rader John D. Skinkle
DATE:	1975 Copyright
AVAILABILITY:	
Publisher:	Minnesota Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455
Cost:	$.50
ERIC:	
INSTRUMENT DESCRIPTION:	
Purpose/Content:	To assess students' knowledge about a wide range of concepts related to the world of work. The following content areas are said to be included: (a) industry, (b) occupational levels, (c) ability requirements, (d) needs (and/or job satisfaction), (e) working conditions (or characteristics), (f) career decision process and (g) employment trends.
Descriptors:	Problem Solving, Career Planning, Career Awareness, Career Exploration
Number of Items:	57
Type of Item:	Multiple choice
Intended Population:	Students
Age or Grade Level:	Grades 7-9
Forms:	1
Domain:	Cognitive
EXAMPLE ITEM:	This is a copyrighted test; therefore, an example item is not presented. Students are asked to pick the best answer to a statement or situation from among four possible answers.
ADMINISTRATION:	
Time:	30/45 minutes
Response Mode:	Paper and pencil responses on a separate answer sheet
Scoring:	Electronically scored. Optical scan answer sheets cost $.05 each. A separate hand scoring key is also available ($.30).
TEST DATA:	
Reliability:	Test-retest reliability ranged from .836 to .906.
Validity:	Face and content validity was verified by five inservice teachers.
COMMENTS:	An *Administrative Manual and Technical Report* is also available ($1.00).

TITLE:	Career Education Personal Career Readiness Test, 7-8
AUTHOR:	Dr. Norman W. Steinaker **DATE:** 1976

AVAILABILITY:

Publisher:	Ontario-Montclair School District, 950 West "D" Street, P.O. Box 313, Ontario, California 91761
Cost:	$25.00 per 100
ERIC:	

INSTRUMENT DESCRIPTION:

Purpose/Content:	To determine students' knowledge of career concepts
Descriptors:	Economic Awareness, Problem Solving, Career Awareness, Career Exploration
Number of Items:	56
Type of Item:	Multiple choice
Intended Population:	Students
Age or Grade Level:	Grades 7-8
Forms:	1
Domain:	Experiential (includes cognitive, affective, and psychomotor domains)

EXAMPLE ITEM:

When one may choose from several occupations, it is called:

a. job options
b. permanent employment
c. unemployment
d. occupational insurance

ADMINISTRATION:

Time:	No time limit indicated
Response Mode:	Paper and pencil responses utilizing answer sheets
Scoring:	Hand scored

TEST DATA:

Reliability:	Test-retest reliability .88 (Pearson)
Validity:	Item validity index (mean) .29 (Biserial)

COMMENTS:

Test related career education curriculum units available from district at each grade level. Other district-developed commercial programs available through Occupational Awareness, Inc., Los Alamitos, California 90720

TITLE: Career Exploration Survey, Grade 8 (Test Forms I, II, and III)

AUTHOR: Irvin R. Wheatley
Darrell Weslander

DATE: 1975-1976

AVAILABILITY:

Publisher: Irvin R. Wheatley, Career Education Coordinator, Seaford School District, Seaford, Delaware 19973
Cost: $1.00 per form for reproduction rights

INSTRUMENT DESCRIPTION:

Purpose/Content: To measure students' achievement of the specific behavioral objectives
Descriptors: Career Exploration
Number of Items: 47 per form (3 forms)
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grade 8
Forms: 3
Domain: Cognitive

EXAMPLE ITEM: A carpenter at work usually uses a:

a. tablespoon
b. cathode ray
c. light sensor
d. plane

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand or machine - available with program if purchaser has computer available to his/her district

TEST DATA:

Reliability: Parallel forms reliability .98
Validity: Not validated

COMMENTS: These tests were administered to 293 students in grade 8. These test items were taken from our student objectives for the program. Of the 30 priority objectives for the program, the students reached a greater than 70% competency level on half of the objectives. Some objectives were not able to be measured by paper/pencil test.

TITLE: Career Guidance Assessment, Level A

AUTHOR: C. D. Johnson
A. W. Mitchell

DATE: 1974

AVAILABILITY:

Publisher: Connecticut State Board of Education, P.O. Box 2219, Hartford, Connecticut 06115
Cost: Not stated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine students' knowledge of career awareness, concepts of self in relation to the work world, and constructive use of these understandings as applied to the process of career choice
Descriptors: Career Choices, Career Planning, Career Decision Making
Number of Items: 92
Type of Item: Demographic items, multiple choice questions, and paragraph descriptions preceding multiple choice questions to which students are asked to respond
Intended Population: Students
Age or Grade Level: 13-year olds
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Which occupation would probably provide a person with the highest income?

1. ______ Teacher
2. ______ Lab Technician
3. ______ Civil Engineer
4. ______ Cook

ADMINISTRATION:

Time: No limit specified
Response Mode: Student responds in the answer booklet
Scoring: Must be hand scored

TEST DATA:
Reliability: Not stated
Validity: Not stated

COMMENTS: A companion test has been prepared for 17-year old students; of the 92 test items, 39 items are common to this test (level B).

TITLE: Career Information (Category 2, Booklet 1)

AUTHOR: Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to career information, occupational supply and demand, job characteristics, and individual needs and interests as they all relate to career choice
Descriptors: Career Choices, Career Decision Making, Career Information, Personal Interests, Personal Abilities, Occupational Information
Number of Items: 22
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grades 7-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Which one of the following persons uses skills that are most like those of a newspaper reporter?
a. foreign diplomat
b. movie critic
c. congressional representative
d. insurance agent

ADMINISTRATION:

Time: No time limits but is designed to be completed in one class period
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50

Validity: No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS: This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross section of Texas citizens.

TITLE: Career Maturity Inventory (CMI)

AUTHOR: John O. Crites

DATE: 1973 Copyright

AVAILABILITY:

Publisher: CTB McGraw Hill, Manchester Road, Manchester, Missouri 63011, or Del Monte Research Park, Monterey, California 93940

Cost: Test booklets (35) $20.00
Answer sheets (35) $4.00

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To measure the maturity of attitudes and competencies which are vital in making career decisions. It consists of two parts: (1) an *Attitude Scale* which asks respondents about their attitudes and feelings toward making a career choice and entering the world of work, and (2) a *Competence Test* which is concerned with knowledge about occupations and career selection decisions. The *Competence Test* consists of five separate sections: (1) self-appraisal, (2) occupational information, (3) goal selection, (4) planning, and (5) problem solving. A *Career Maturity Profile* can be constructed to provide a graphic summary of the CMI for both individual scores and group means.

Descriptors: Career Decision Making
Number of Items: 50 (Attitude Scale), 100 (Competence Test)
Type of Item: Dichotomous choice (Attitude Scale)
Intended Population: Students
Age or Grade Level: Grades 6-12
Forms: 1
Domain: Affective and cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. The student is presented with a brief description of a person. In some questions the student is to select the answer which represents his/her thinking, the occupation of the described person, or to recommend an occupation for the person described.

ADMINISTRATION:

Time: 2 1/2 hours
Response Mode: Paper and pencil
Scoring: Can be scored locally or commercially

TEST DATA:

Reliability: Attitude Scale - Kuder Richardson Formula 20 coefficients ranged from .65 to .84. Competence Test - Kuder Richardson Formula coefficients ranged, with two exceptions, from .72 to .90. The two low coefficients, .58 to .63, are for problem solving in the sixth and seventh grades.

Validity: Content, criterion, and construct validity are also discussed widely in the *Theory and Research Handbook*.

COMMENTS:

TITLE:	Career Planning and Decision Making (Category 1, Booklet 1)
AUTHOR:	Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher:	Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost:	Not indicated
ERIC:	

INSTRUMENT DESCRIPTION:

Purpose/Content:	To assess students' mastery of outcomes (objectives) pertaining to goal setting and factors influencing life style
Descriptors:	Career Planning, Career Goals, Life Styles
Number of Items:	13
Type of Item:	Multiple choice
Intended Population:	Students
Age or Grade Level:	Grades 7-12
Forms:	1
Domain:	Cognitive

EXAMPLE ITEM:

Joe wants to be his own boss and run his own business. Which of the following careers best matches his personal goals?

(a) Military Service
(b) Agriculture
(c) Public School Teaching
(d) Government Service

ADMINISTRATION:

Time:	No limits but designed to be completed in one class period
Response Mode:	Paper and pencil
Scoring:	Hand scored

TEST DATA:

Reliability:	No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50.
Validity:	No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS: This criterion referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: Career Planning and Decision Making (Category 1, Booklet 2)

AUTHOR: Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to solving problems related to career choice
Descriptors: Career Planning, Occupational Information, Career Decision Making, Job Satisfaction, Personal Values, Life Styles
Number of Items: 15
Type of Item: Multiple choice questions
Intended Population: Students
Age or Grade Level: Grade 7-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: You want to be an auto mechanic, but you lack the training. Which is the *one* solution *least* likely to solve your problem?
a. go to vocational school in an auto repair program
b. go to work in an auto parts store
c. become an apprentice in a garage which repairs cars
d. enlist in the armed forces in a vehicle mechanic program

ADMINISTRATION:

Time: No time limits, but designed to be completed in one class period
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50.
Validity: No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS:

This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: Cognitive Vocational Maturity Test

AUTHOR: Bert W. Westbrook **DATE:** 1973

AVAILABILITY:

Publisher: Center for Occupational Education or Department of Psychology, North Carolina State University at Raleigh, P.O. Box 5096, Raleigh, NC 27607
Cost: Not stated
ERIC: Not in ERIC

INSTRUMENT DESCRIPTION:

Purpose/Content: To measure six variables within the cognitive domain of vocational maturity (i.e., Fields of Work, Job Selection, Work Conditions, Education Required, Attributes Required, and Duties)
Descriptors: Occupational Information, Career Decision Making
Number of Items: 120
Type of Item: Multiple choice questions
Intended Population: Students
Age or Grade Level: Grades 6-9
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Which one of the following is not in the field of publishing?
a. Editor
b. Author
c. Pianist
d. Printer
e. I don't know

ADMINISTRATION:

Time: Designed to be administered in two 45-minute class periods (15 minutes per period reserved for instructions)
Response Mode: Electronically scored answer sheets
Scoring: Machine scored, no information provided concerning the availability of correct answer sheets or scoring service

TEST DATA:

Reliability: Kuder-Richardson No. 20 reliability estimated range from .67 for job selection to .91 for duties
Validity: Content validity, criterion related validity, and construct validity are discussed in the technical paper on the test development process.

COMMENTS: An examiner's manual has been prepared to describe the standard procedures to be followed in administering the test. Detailed information on the test development is available in a technical paper: Westbrook, Bert W., and Parry-Hill, Joseph W., Jr., *The Construction and Validation of a Measure of Vocational Maturity*, Raleigh, North Carolina: Center for Occupational Education, North Carolina State University at Raleigh, 1973.

TITLE: Economic Factors Influencing Career Opportunity (Category 8, Booklet 1)

AUTHOR: Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to knowledge of the effects of technology and the results of worker interdependence and job specialization
Descriptors: Career Opportunities, Economic Understanding
Number of Items: 15
Type of Item: Multiple choice questions
Intended Population: Students
Age or Grade Level: Grades 7-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: With new machines and computers changing routine jobs, some assembly line workers may be fearful of:
a. overproduction of goods
b. losing their jobs
c. an increase in the cost of goods
d. longer working hours

ADMINISTRATION:

Time: No time limit,but designed to be completed in one class period
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50.

Validity:

No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS:

This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: Economic Factors Influencing Career Opportunity (Category 8, Booklet 2)

AUTHOR: Texas Education Agency and the Partners in Career Education Project

DATE: 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin Texas 73701

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to knowledge of use of money and resources

Descriptors: Economic Understanding

Number of Items: 18

Type of Item: Multiple choice questions

Intended Population: Students

Age or Grade Level: Grades 7-12

Forms: 1

Domain: Cognitive

EXAMPLE ITEM: Select the payroll deduction which may be required by law.

a. credit union

b. United Fund

c. Social Security

d. savings

ADMINISTRATION:

Time: No time limit, but designed to be completed in one class period

Response Mode: Paper and pencil

Scoring: Hand scored

TEST DATA

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50.

Validity: No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS: This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: Economic Factors Influencing Career Opportunity (Category 8, Booklet 3)

AUTHOR: Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701

Cost: Not indicated

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to knowledge of operation of supply and demand in the economic sector as they relate to career opportunities

Descriptors: Economic Understanding

Number of Items: 21

Type of Item: Multiple choice

Intended Population: Students

Age or Grade Level: Grades 7-12

Forms: 1

Domain: Cognitive

EXAMPLE ITEM: What is the effect of scarcity on people's wants?

a. All wants cannot be satisfied.
b. Wants are more important than needs.
c. Wants are kept small.
d. Wants will vary.

ADMINISTRATION:

Time: No time limit, but designed to be completed in one class period

Response Mode: Paper and pencil

Scoring: Machine

TEST DATA:

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50.

Validity: No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS: This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: Education/Career Opportunity Relationships (Category 9, Booklet 1)

AUTHOR: Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to knowledge of the relation between learning and career opportunity
Descriptors: Career Opportunities, Career Preparation, Educational Career Relationships
Number of Items: 18
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grades 7-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Reading the editorial sections of newspapers will give you:

a. individual views on various issues
b. factual information only
c. the best information available on various issues

ADMINISTRATION:

Time: No time limits, but designed to be completed in one class period
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50.
Validity: No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS: This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: 8th Grade (Questionnaire)

AUTHOR: Dr. Allen Lee **DATE:** Not indicated

AVAILABILITY:

Publisher: William A. Korizek, Helena School District No. 1, 1115 Roberts Street, Helena, Montana 59601
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge and attitudes about (a) jobs in general, (b) applying for a job, and (c) jobs they might like to pursue
Descriptors: Career Exploration, Career Attitudes, Occupational Information, Obtaining Employment
Number of Items: 42
Type of Item: Dichotomous choice, multiple choice, and limited written comments
Intended Population: Students
Age or Grade Level: 8th grade
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: List 5 characteristics or traits that are desirable in all employees.

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: A final project report, dated June 30, 1974, was prepared by Helena School District No. 1 under the title "The Next Step--A Comprehensive Program in Occupational Preparation and Placement."

TITLE:	Job Acquisition and Retention (Category 3, Booklet 1)
AUTHOR:	Texas Education Agency and the Partners in Career Education Project **DATE:** 1975
AVAILABILITY:	
Publisher:	Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost:	Not indicated
ERIC:	
INSTRUMENT DESCRIPTION:	
Purpose/Content:	To assess students' mastery of outcomes (objectives) pertaining to job location and interview skills as well as their knowledge of job retention skills and understandings
Descriptors:	Job Placement, Job Success, Locating Employment, Maintaining Employment
Number of Items:	15
Type of Item:	Multiple choice
Intended Population:	Students
Age or Grade Level:	Grades 7-12
Forms:	1
Domain:	Cognitive
EXAMPLE ITEM:	When you are filling out a job application blank, you should write "N/A": a. in blanks for questions to which you do not know the answer b. in blanks for questions which do not apply to you c. in none of the blanks on the form d. in any blanks marked "Do not write in this space"
ADMINISTRATION:	
Time:	No time limits, but designed to be completed in one class period
Response Mode:	Paper and pencil
Scoring:	Hand scored
TEST DATA:	
Reliability:	No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50.

Validity:

No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS:

This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: Personal/Work/Societal Responsibilities (Category 7, Booklet 1)

AUTHOR: Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost: Not Indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to knowledge of their responsibilities within the work environment
Descriptors: Work Responsibilities, Interpersonal Relationships, Personal Responsibilities
Number of Items: 20
Type of Item: Multiple choice questions
Intended Population: Students
Age or Grade Level: Grades 7-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

Sam works as an oil field pumper. Most of the time he works alone. Which one of the following is the most important characteristic for him to have?

a. ability to make his own decisions
b. ability to control his temper
c. ability to take orders
d. ability to do what he thinks is best, no matter what his supervisor says

ADMINISTRATION:

Time: No time limits, but designed to be completed during one class period
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder Richardson 20) with greater than .50.

Validity:

No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS:

This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: Personal/Work/Societal Responsibilities (Category 7, Booklet 2)

AUTHOR: Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost: Not Indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to knowledge of their responsibilities and rights derived from the political/societal environment
Descriptors: Societal Responsibilities, Citizenship
Number of Items: 19
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grades 7-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Which *one* of the following *does not* represent a way in which our society provides for a disabled individual who is unable to work?

a. social security
b. work retraining programs
c. car insurance at lower cost
d. appropriate institutional care

ADMINISTRATION:

Time: No time limit, but designed to be completed during one class period
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50.

Validity: No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS: This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: Personal/Work/Societal Responsibilities (Category 7, Booklet 3)

AUTHOR: Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to the development of positive attitudes/behaviors toward the political/societal environment. This test addresses three learner outcomes and outcome-based objectives involving positive attitudes toward the American political and economic systems, responsiveness of the political process given popular participation, and the conservation of environmental and human resources.
Descriptors: Societal Responsibilities, Personal Values, Citizenship
Number of Items: 12
Type of Item: Multiple choice questions
Intended Population: Students
Age or Grade Level: Grades 7-12
Forms: 1
Domain: Affective

EXAMPLE ITEM: Which one of the following does not represent a positive attitude toward your country?

a. knowing the laws that apply to you
b. voting in elections
c. taking the law into your own hands
d. making a citizen's arrest

ADMINISTRATION:

Time: No time limits, but designed to be completed in one class period
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: No specific data for this test, however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50.

Validity:

No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS:

This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE:	Radford City Career Education Project Career Exploration Inventory, Grades 8-9
AUTHOR:	Not indicated
DATE:	Not indicated

AVAILABILITY:

Publisher:	Radford City Schools, Career and Vocational Education Programs, 1612 Wadsworth Street, Radford, Virginia 24141
Cost:	Not indicated
ERIC:	

INSTRUMENT DESCRIPTION:

Purpose/Content:	To help assess students' knowledge of and attitude toward career exploration and career awareness
Descriptors:	Career Exploration, Personal Values, Career Awareness
Number of Items:	26
Type of Item:	Dichotomous choice, multiple choice, completion, checklist
Intended Population:	Students
Age or Grade Level:	Grades 8 and 9
Forms:	1
Domain:	Cognitive and affective

EXAMPLE ITEM:	Legally no jobs are closed to either men or women.	Answer True or False ________________

ADMINISTRATION:

Time:	No limits indicated
Response Mode:	Paper and pencil
Scoring:	Hand scored

TEST DATA:

Reliability:	Not indicated
Validity:	Not indicated

COMMENTS:

TITLE:	School Attitude Survey	
AUTHOR:	Douglas C. Towne	**DATE:** 1976

AVAILABILITY:

Publisher:	Designed Learning Associates, 14677 N.W. Forrestel Loop, Beaverton, Oregon 97005
Cost:	Not indicated
ERIC:	

INSTRUMENT DESCRIPTION:

Purpose/Content:	To measure people's attitudes regarding certain concepts related to career education
Descriptors:	Educational Awareness
Number of Items:	40
Type of Item:	Semantic Differential
Intended Population:	Junior and senior high school students
Age or Grade Level:	5th grade and up
Forms:	Eight (All subjects responded to 40 concepts, but some concepts were presented to all, one-half, or one-quarter of the population.)
Domain:	Affective

EXAMPLE ITEM:

Work (mark ✓ or x in the one division closest to the way you associate "work" with each of the pairs of words shown below)

Bad _ _ _ _ _ _ _ Good
Happy _ _ _ _ _ _ _ Sad
Little _ _ _ _ _ _ _ Big
Strong _ _ _ _ _ _ _ Weak
Passive _ _ _ _ _ _ _ Active
Fast _ _ _ _ _ _ _ Slow

ADMINISTRATION:

Time:	10 to 30 minutes; 15 minutes is average
Response Mode:	Paper and pencil
Scoring:	Hand coded and electronically scored

TEST DATA:

Reliability:	Not indicated
Validity:	Not indicated

COMMENTS:

TITLE: Self Investigation and Evaluation for Career Success (Category 6, Booklet 1)

AUTHOR: Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to knowledge of personal adjustment and problem solving, importance of understanding self-concept, and factors that will influence a person's career choice
Descriptors: Career Exploration
Number of Items: 16
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grades 7-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Which factor below *should* have the greatest influence on your career choice?

a. school courses you enjoy and in which you do well
b. career choice of your friends
c. jobs listed in the daily newspaper
d. whether the career is mainly for men or mainly for women

ADMINISTRATION:

Time: No time limits, but designed to be completed in one class period
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50.

Validity:	No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.
COMMENTS:	This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: Skills in Human Relationships for Careers (Category 5, Booklet 1)

AUTHOR: Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to knowledge and appreciation of the value of interpersonal and human relationship skills as they relate to careers
Descriptors: Human Relations, Interpersonal Relationships, Personal Values, Societal Responsibilities
Number of Items: 22
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grades 7-12
Forms: 1
Domain: Affective and cognitive

EXAMPLE ITEM: Which *one* of the following statements describes a reason for having good manners on a job?

a. Having good manners will assure you of having more friends than any one else.
b. Having good manners will make your fellow workers think you are very shy.
c. Having good manners encourages other people to be more pleasant to you.
d. Having good manners is not usually considered for your promotion.

ADMINISTRATION:

Time: No time limits, but is designed to be completed in one class period
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50.

Validity:	No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.
COMMENTS:	This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: Skills in Human Relationships for Careers (Category 5, Booklet 2)

AUTHOR: Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' mastery of outcomes (objectives) pertaining to knowledge of group dynamics skills
Descriptors: Interpersonal Relationships, Human Relations
Number of Items: 22
Type of Item: Multiple choice questions
Intended Population: Students
Age or Grade Level: Grades 7-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Which *one* of the following is a *disadvantage* of being a follower?

a. A follower has less control over working conditions.
b. A follower has to make fewer job decisions.
c. A follower is held responsible only for his/her own work.

ADMINISTRATION:

Time: No time limits, but is designed to be completed in one class period
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50.

Validity: No specific information was given for this test; however, the entire series were reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS:

This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: Statewide Survey of Needs for Career Education (Form PI-Q-63)

AUTHOR: Arlys E. Gessner **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education

Descriptors: Needs Assessment, Curriculum Planning, Educational Requirements

Number of Items: 21

Type of Item: 4-point rating scale, dichotomous choice, open-ended comments

Intended Population: Students

Age or Grade Level: Grade 9

Forms: 1

Domain: Cognitive

EXAMPLE ITEM:

I need:	I need this: Less	Some Amount	More	Great Deal More
1. Help in discovering what is important to me.	1	2	3	4

ADMINISTRATION:

Time: No time limits indicated. (It takes about 20-25 minutes to administer.)

Response Mode: Paper and pencil

Scoring: Electronically scored answer sheet, or can be hand scored, or programmed by computer

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS:

TITLE:	Student Growth Assessment of Career Development Inventory, Form C	
AUTHOR:	T. Antoinette Ryan	**DATE:** Not indicated
AVAILABILITY:		
Publisher:	Office of Instructional Services, Hawaii State Department of Education, P.O. Box 2360, Honolulu, Hawaii 96804	
Cost:	Not indicated	
ERIC:		
INSTRUMENT DESCRIPTION:		
Purpose/Content:	To determine students' knowledge in four career development areas: (1) self-realization, (2) social relationships, (3) civic responsibility, and (4) economic efficiency	
Descriptors:	Career Development, Self-identity, Societal Responsibilities, Citizenship, Economic Understanding	
Number of Items:	100 per instrument	
Type of Item:	Multiple choice	
Intended Population:	Students	
Age or Grade Level:	Grade 7	
Forms:	1	
Domain:	Cognitive	
EXAMPLE ITEM:	One who has a liking for figures and calculations would do well as (select one): a. a typist b. a bookkeeper	c. a machinist d. a librarian
ADMINISTRATION:		
Time:	Each instrument may be administered in two or four sessions in order to avoid boredom or fatigue.	
Response Mode:	Paper and pencil	
Scoring:	Hand scored, scoring keys provided	
TEST DATA:		
Reliability:	Pre-post test correlation coefficients .56 to .59	
Validity:	Content and construct validity were discussed.	
COMMENTS:	An administrator's manual of instruction is available.	

TITLE: Survey

AUTHOR: Texas Education Agency and the Partners in Career Education Project **DATE:** 1975

AVAILABILITY:

Publisher: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide a general assessment of students' career education development and to identify specific areas in which it would be appropriate to do further measurements with a series of criterion-referenced instruments keyed to this test
Descriptors: Curriculum Planning, Needs Assessment
Number of Items: 45
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grades 7-12
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: With new machines and computers changing routine jobs, some assembly line and office workers may be fearful of:

a. overproduction of goods
b. losing their jobs
c. an increase in the cost of goods
d. longer working hours

ADMINISTRATION:

Time: No time limits, but designed to be completed in one class period
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: No specific data for this test; however, in the entire Texas Career Education Measurement Series, over 37% of the outcomes had internal consistency reliability (Kuder-Richardson 20) with greater than .50.

Validity: No specific information was given for this test; however, the entire series was reviewed by students and professional personnel for content validity. The developers also tested the "cultural" validity to determine if ethnic origin (Mexican-American, black, and other) or sex (male or female) influenced student response.

COMMENTS: This criterion-referenced test is one in a series of 17 instruments that comprise the Texas Career Education Measurement Series. The series consists of a survey test and interrelated, yet independent, criterion-referenced category tests based on learner outcomes for career education. These outcomes were obtained through survey and validation procedures which involved a cross-section of Texas citizens.

TITLE: Survey of Educational/Occupational Aspiration/Expectations

AUTHOR: Douglas C. Towne **DATE:** 1975

AVAILABILITY:

Publisher: Designed Learning Associates, 14677 N. W. Forrestel Loop, Beaverton, Oregon 97005
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To collect information regarding students' aspirations and expectations relevant to occupations, education, marriage, and other career plans
Descriptors: Career Goals, Career Planning, Career Attitudes
Number of Items: 43
Type of Item: Multiple choice, fill in the blanks, and rank ordering
Intended Population: Students
Age or Grade Level: 7th through 12th grade
Forms: 1
Domain: Affective and cognitive

EXAMPLE ITEM: At what *age* do you *really* expect to get married?

ADMINISTRATION:

Time: 30 to 45 minutes
Response Mode: Paper and pencil
Scoring: Hand coded and computer tabulated

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: Cashmere Career Education Project funding has been discontinued. Instrument provided by Douglas C. Towne, Designed Learning Associates, 14677 N.W. Forrestel Loop, Beaverton, Oregon 97005

TITLE: Vocational Planning Inventory (VPI) High School Prediction Program

AUTHOR: John C. Flanagan, Thelma Gwinn Thurstone, Robert N. McMurry, Leonard V. Gordon, Science Research Associates, Inc., Industrial Test Development Staff

DATE: 1968

AVAILABILITY:

Publisher: Science Research Associates, Inc., 259 Erie Street, Chicago, Illinois 60611
Cost: Specimen Set $3.05
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide individual predictions of success in major vocational curriculum areas by measuring a student's general ability, specific aptitudes, achievement, and values. The resulting test score data are transformed into estimates of the average grades a student would most probably receive in courses in specific vocational curriculum areas as well as in vocational and academic subjects as a whole. The VPI should aid students in making more appropriate choices with regard to the vocational programs they might pursue by giving them an advanced look at the grades they are likely to receive. The VPI consists of separate subtests of: pictorial reasoning, expression, assembly, memory, arithmetic, values, general ability, and mechanics.

Descriptors: Vocational Competencies, Career Decision Making
Number of Items: 508
Type of Item: Multiple choice, dichotomous choice, and matching
Intended Population: Students
Age or Grade Level: Grades 8-10
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. In one section of the test students are presented with five drawings. Students are to select the one that is different.

ADMINISTRATION:

Time: Approximately 3 hours
Response Mode: Paper and pencil
Scoring: Electronically scored. Individual grade prediction profiles are provided for each student. Answer sheets are scored at the Measurement Research Center in Iowa City , Iowa. Costs of the scoring service range from $1.32 to $1.43 per student.

TEST DATA:

Reliability: An average reliability across curriculum areas of .93 was computed across the total VPI.

Validity: Criterion validity discussed

COMMENTS: The experimental VPI test battery was administered to a nationwide sample of some 7,500 ninth-, twelfth-, and thirteenth-grade students between January and June of 1967. Information on the development of the VPI is reported in: *Vocational Planning Inventory Program Manual* (Chicago. Science Research Associates, Inc. 1968). A *Post High School Prediction Program* form of the VPI is also available for students in grades 11-13 as for well as out-of-school adults.

Abstracts for

Grades 10 through 12

For additional abstracts also appropriate
for this level, see pages:
49,60,62,63,65,70,71,75,77,79,87,89
91,93,97,99,101,103,106,108,110,112,115,
116,118,120,124,126,127,231

TITLE: Assessment of Career Development, Form C

AUTHOR: American College Testing Program (ACT)

DATE: 1972, 1973 Copyright

AVAILABILITY:

Publisher: Houghton Mifflin Test Department, P.O. Box 1970, Iowa City, Iowa 52240
Cost: Examination Kit: $3.60
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To collect information that will aid counselors in designing effective career guidance programs for students and to summarize the career development status of student groups in order to facilitate the evaluation of the outcomes of career development programs. The test consists of separate subsections on: (1) job knowledge, (2) preferred job characteristics, (3) career plans, (4) career planning activities, (5) career planning knowledge, (6) exploratory job experiences, and (7) items developed separately by local education agencies.

Descriptors: Career Development, Curriculum Planning, Educational Career Relationships, Occupational Information, Occupational Interests, Career Goals, Career Planning
Number of Items: 283
Type of Item: Multiple choice, matching, 3-point rating scale, checklist, 4-point rating scales, dichotomous choice
Intended Population: Students
Age or Grade Level: Grades 8-12
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Because the ACT contains a wide variety of items of different types, a single item does not provide a good perspective on item content.

ADMINISTRATION:

Time: 125 minutes
Response Mode: Paper and pencil
Scoring: Houghton Mifflin Scoring Service at a cost of $.84 to $1.05 per student

TEST DATA:

Reliability: Internal consistency (split half reliability coefficient) for the subscales ranged from .61 to .93 with most correlations in the .70's and .80's.

Validity: Content validity is determined.

COMMENTS: National norms are available. Instructions are given for both norm-referenced and criterion-referenced interpretations. *A Guide for Increasing Student Career Development* (Supplement 1 to Handbook) is keyed to student scores for various areas of career development.

TITLE: Assessment of Student Attitudes Toward Learning Environments

AUTHOR: RBS Career Education Program Evaluation Staff **DATE:** 1976

AVAILABILITY:

Publisher: Research for Better Schools (RBS), Inc., Suite 1700, 1700 Market Street, Philadelphia, Pennsylvania 19103
Cost: $8.50/50 tests
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' attitudes toward learning environments, both traditional and nontraditional. It includes four subscales and an overall score: Attitude toward Education in General, Attitude toward School Curriculum, Attitude toward School Resources, Attitude toward School Counseling, and Overall Attitudes toward Learning Environments.

Descriptors: Educational Awareness
Number of Items: 26
Type of Item: Likert scale
Intended Population: Students
Age or Grade Level: Secondary school
Form: 1
Domain: Affective

EXAMPLE ITEM: My school program has not been very good.

Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	2	3	4	5

ADMINISTRATION:

Time: Untimed; approximately 15 minutes
Response Mode: Paper, pencil, and consumable instruments
Scoring: Electronically scored. Data processing services are available from RBS at a cost of $.15 per student.

TEST DATA:

Reliability: Internal consistency (Spearman-Brown) .80
Validity: As an estimate of validity, subscale scores were compared with staff ratings and percent of agreement was calculated. The extent of agreement (Content validity) ranged from 47% to 72% with an average agreement of 55%.

COMMENTS:

TITLE: Career Development Inventory (CDI), Junior and Senior High School Form III, Modular

AUTHOR:
Donald E. Super
Martin J. Bohn, Jr.
David J. Forrest
Richard H. Lindeman
Jean Pierce Jordaan
Albert S. Thompson

DATE: 1976 Copyright

AVAILABILITY:

Publisher: Professor Donald E. Super, Box 205, Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027
Cost: $2.50/specimen set (manual and CDI)
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To measure the vocational maturity of adolescent girls and boys. It yields six scale scores (i.e., planning, where to get information, what to consider in career decisions, career information, world of work information, and knowledge of preferred occupation).
Descriptors: Career Development, Vocational Maturity
Number of Items: 191
Type of Item: 5-point scale, multiple choice, 3-point scale
Intended Population: Students
Age or Grade Level: Grades 8-12
Forms: 2 (I and III)
Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example is not presented. In one section the students are given five responses for each statement. They select the one corresponding most closely to their behavior.

ADMINISTRATION:

Time: Approximately 80 minutes (Form III) or 30 minutes (Form I)
Response Mode: Paper and pencil, self-administered
Scoring: Hand scored

TEST DATA:

Reliability: Will be included in manual when issued
Validity: Will be included in manual when issued

COMMENTS: The *Career Development Inventory* (CDI) is copyrighted but not yet published. Qualified persons wishing to use it experimentally will be authorized to reproduce the

CDI for their own use upon agreeing: (1) to make resulting data available for use by the authors and (2) to use the published version, when available, rather than their own reproductions.

REFERENCE: Forrest, David J. and Thompson, Albert S. *The Career Development Inventory*. Chapter 4 in Super, D. E., et al. *Measuring Vocational Maturity for Counseling and Evaluation*, Washington, D.C.: American Personnel and Guidance Association, 1974.

TITLE: Career Education Cognitive Questionnaire, Grades 10-12

AUTHOR: Ronald C. Dreyer **DATE:** 1976 Copyright

AVAILABILITY:

Publisher: Minnesota Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455
Cost: $.50
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge of a wide variety of career planning concepts related to the world of work. The following eleven content domains were said to be established: (a) career decision process, (b) knowledge of need satisfiers for occupation and/or education, (c) knowledge of ability requirements for occupations and/or education, (d) knowledge of education institutions: levels of training, types of institutions, and curriculum outcomes, (e) knowledge of training and entrance requirements for occupations and education, (f) knowledge of job seeking skills and procedures, (g) knowledge of sources of assistance and/or information, (h) knowledge of interpersonal skills and social responsibility, (i) knowledge of career dilemmas and barriers to employment and education, (j) knowledge of employment and industrial trends, and (k) knowledge of occupations: levels and clusters, conditions, opportunities and organization.
Descriptors: Career Awareness, Career Exploration, Career Planning
Number of Items: 60
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grades 10-12
Forms: 2
Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Students are asked to pick the best answer to a statement or situation from among four possible answers.

ADMINISTRATION:

Time: 30 to 45 minutes
Response Mode: Paper and pencil response on a separate answer sheet
Scoring: Electronically scored. Optical scan answer sheets cost $.05 each. (A separate hand scoring key is also available - $.30.)

TEST DATA:

Reliability: Internal consistency ranged from .900 to .909.

Validity: Face and content validity was verified by four inservice teachers and five administrators.

COMMENTS: An *Administrative Manual and Technical Report* also available (no charge)

TITLE: Career Education Program Student Opinion Survey

AUTHOR: RBS Career Education Program Evaluation Staff **DATE:** 1976

AVAILABILITY:

Publisher: Research for Better Schools (RBS), Inc., Suite 1700, 1700 Market Steet, Philadelphia, Pennsylvania 19103
Cost: $11.50/50 tests
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' attitudes about the career education programs
Descriptors: Educational Awareness, Curriculum Planning, Experience-Based Education
Number of Items: 23
Type of Item: Likert scale and written comments
Intended Population: Students
Age or Grade Level: Secondary school
Forms: 1
Domain: Affective and cognitive

EXAMPLE ITEM: How would you rate the overall quality of the Career Education Program activities?

Poor				Excellent
1	2	3	4	5

ADMINISTRATION:

Time: Untimed; approximately 15 minutes
Response Mode: Paper, pencil and consumable instruments
Scoring: Hand scored, scoring available from RBS at $.30/instrument

TEST DATA:

Reliability: KR-20 coefficient .99
Validity: Content validity indicated by external reviews

COMMENTS:

TITLE: Career Education Secondary Student Questionnaire

AUTHOR: Not indicated **DATE:** 1976

AVAILABILITY:

Publisher: Career Education Office, Colorado State Department of Education, State Office Building, 201 East Colfax, Denver, Colorado 80203
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide information on the status of career education in local schools and help determine further efforts in career education
Descriptors: Needs Assessment
Number of Items: 30
Type of Item: Trichotomous choice
Intended Population: Students
Age or Grade Level: Grades 9 and 11
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Do you know what things your father does at work? (Circle one item)

Y | N | NA   Y = yes   N = no   NA = not applicable

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: .708 (.807 if extended to 50 items)
Validity: Not indicated

COMMENTS:

TITLE: Career Orientation Battery, Form 912, Experimental Edition

AUTHOR: New Educational Directions, Inc. **DATE:** 1975

AVAILABILITY:

Publisher: New Educational Directions, Inc., Box 307, Crawfordsville, Indiana 47933, (317) 362-8877
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge of and attitudes toward technology, self esteem, school, work, decision making skills, job requirements, nature of jobs, work behavior, and job seeking skills
Descriptors: Self Esteem, Student Attitudes, Work Attitudes, Career Decision Making, Job Requirements, Obtaining Employment, Work Habits, Economic Understanding, Social Understanding
Number of Items: 205
Type of Item: Multiple choice and dichotomous choice
Intended Population: Students
Age or Grade Level: Grades 9 to 12
Forms: 1
Domain : Cognitive and affective

EXAMPLE ITEM: During a job interview you should . . .

1. Keep your answers to questions as short and to the point as possible.
   a. true
   b. false

ADMINISTRATION:

Time: 20 to 50 minutes
Response Mode: Paper and pencil
Scoring: Electronically scored

TEST DATA:

Reliability: Not indicated
Validity: Content validity established through review by career education practitioners

COMMENTS: Also available in Greek and Hispanic translations

TITLE: Career Orientation Battery, Form 912, Revised

AUTHOR: New Educational Directions, Inc. **DATE:** Revised 1976
Copyright

AVAILABILITY:

Publisher: New Educational Directions, Inc., Box 307, Crawfordsville, Indiana 47933
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge of and attitudes about career education objectives related to planning, work behavior, attitudes toward school, general occupational information, work attitudes, specific occupational information, and sex equity
Descriptors: Career Planning, Occupational Information, Student Attitudes, Interpersonal Relationships, Educational Career Relationships, Work Attitudes, Occupational Interests, Stereotyping, Personal Abilities, Equal Opportunities
Number of Items: 140
Type of Item: Multiple choice and dichotomous choice
Intended Population: Students
Age or Grade Level: Grades 9 to 12
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. The student is given two or three responses and asked to choose one "most like me."

ADMINISTRATION:

Time: Approximately 45 minutes
Response Mode: Paper and pencil, separate answer sheet
Scoring: Electronically scored

TEST DATA:

Reliability: Not indicated
Validity: Content validated by career educators

COMMENTS: 1976 Revised version developed on basis of psychometric data from Form 192, experimental edition. Currently in use by two OE-funded experience-based career education programs

TITLE: Career Planning Program, Grades 8-12 (CPP 8-12)

AUTHOR: American College Testing Program (ACT)

DATE: 1974 Copyright

AVAILABILITY:

Publisher: Houghton Mifflin Test Department, P.O. Box 1970, Iowa City, Iowa 52240

Cost: Examination Kit $4.50

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: An articulated career guidance/assessment program designed to help students explore the self and all career areas. Booklet 1 includes various inventories of experiences, career plans, and interests which are designed to help students with the career exploration and planning process. Booklet 2 includes 6 ability scales: reading skills, language use, clerical skills, space relations, numerical skills, and mechanical reasoning.

Descriptors: Career Planning, Career Exploration, Academic Skills, Vocational Maturity, Vocational Competencies, Stereotyping

Number of Items: 184 (Booklet 1); 223 (Booklet 2)

Type of Item: 3-point, Likert scale, multiple choice, fill-in-the-blank

Intended Population: Students

Age or Grade Level: Grades 8-12

Forms: 1

Domain: Cognitive and affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. The CPP 8-12 contains a wide variety of items of different types; therefore, a single item does not provide a good perspective on content.

ADMINISTRATION:

Time: Approximately 60 minutes (Booklet 1); 91 minutes (Booklet 2)

Response Mode: Paper and pencil

Scoring: Electronically scored by Houghton Mifflin Scoring Service

TEST DATA:

Reliability: Booklet 1--Internal consistency (coefficient alpha) ranged from .81 to .92 (median = .89) for the Interest Scales and from .71 to .89 (median = .78) for the

Experience Scales. Test-retest reliability coefficients (9-week interval) ranged from .70 to .85 (median= .79) for the Interest Scales and from .70 to .87 (median = .76) for the Experience Scales. Booklet 2--Internal consistency (K-R 20 coefficients) ranged from .77 to .91 (median = .87). Test-retest reliability coefficients (9-week interval) ranged from .59 to .87 (median = .78).

Validity: Concurrent and construct validity have been determined.

COMMENTS: National norms are available for all measures. The CPP 8-12 suggests the full range of career options to both males and females. A self-scored short form entitled the "Vocational Interest, Experience, and Skill Assessment (VIESA)" is also available from the publisher.

TITLE: Class of '76 Survey

AUTHOR: Not indicated **DATE:** 1976

AVAILABILITY:

Publisher: Department of Research and Evaluation, City of Pontiac School District, 44 State Street, Pontiac, Michigan 48053
Cost: $.50 per student exclusive of professional and clerical staff costs
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: Survey of the class of 1976 designed to obtain a base of information about the occupational and educational plans and the school evaluation of 1976 graduates in order to begin a longitudinal study of the group
Descriptors: Career Choices, Career Decision Making, Career Planning, Career Preparation, Educational Career Relationships
Number of Items: 82
Type of Item: Fill in answers (biographical data), Likert-type attitude scales, and forced choice answers
Intended Population: High school seniors, prior to graduation
Age or Grade Level: 12th grade
Forms: 1
Domain: Affective and cognitive

EXAMPLE ITEM: How do you feel about the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Good luck is more important than hard work for success.	1	2	3	4	5

ADMINISTRATION:

Time: No time limit indicated, mail survey
Response Mode: Paper and pencil
Scoring: Hand scored however, it appears to be designed for easy transfer of data to computer cards

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: EBCE Perceptions Survey

AUTHOR: EBCE Program Staff **DATE:** 1976

AVAILABILITY:

Publisher: Experience Based Career Education Program, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103
Cost: Not yet determined
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess student perceptions of the EBCE program
Descriptors: Curriculum Planning, Educational Awareness, Experience-Based Education
Number of Items: 8 items, 38 subitems
Type of Item: Rating scales, checklists, completion
Intended Population: Students
Age or Grade Level: High School
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Visiting resource organizations (Circle one)

Not at all successful for you — Very successful for you

. . . . . . 1 . . . . . . 2 . . . . . . 3 . . . . . . 4 . . . . . . 5 . . . . . .

ADMINISTRATION:

Time: Not timed, approximately 20 minutes
Response Mode: Paper, pencil, and consumable instruments

Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Employment Readiness Scale

AUTHOR: Anthony M. Alfano **DATE:** 1973 Copyright

AVAILABILITY:

Publisher: Anthony M. Alfano, 6263 Twilight Ave., Kalamazoo, Michigan 49004

Cost: Specimen kit $3.00, 1-50 copies, $.30 each, 51 and over copies, $.25 each, plus postage and handling

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To measure a person's readiness for work by assessing their work values. This test is especially applicable for high school students going to work upon graduation in an unskilled, semi-skilled, or skilled employment setting.

Descriptors: Work Values
Number of Items: 43
Type of Item: 4-point rating scale
Intended Population: Adults and secondary students
Age or Grade Level: Adults and high school seniors
Forms: 1
Domain: Affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. An item is presented and the student selects from among the following responses: this is true for me all the time, this is usually true for me, this is not usually true for me, or this is not true for me at all.

ADMINISTRATION:

Time: 10-15 minutes, self administered
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Computed by the odd-even method and the Spearman-Brown formula 15.87

Validity: Combined correlation ratio (ETA) is .48.

COMMENTS: This scale has been developed at a sixth-grade reading level.

TITLE: Career Awareness Skills (Experimental Edition)

AUTHOR: College Board **DATE:** 1977 Copyright

AVAILABILITY:

Publisher: College Board, 888 Seventh Avenue, New York, NY 10019

Cost: $25.00 for 25 exercise booklets (reusable). Response sheets and student self-instruction guides—$25.00 for 25

ERIC: Not listed

INSTRUMENT DESCRIPTION:

Purpose/Content: To show how much a student knows about the following aspects of education, work, and leisure opportunities and how well he/she can use the information: (1) relating abilities, values, needs and experiences to career choices, (2) locating, evaluating, and interpreting information for career choices, (3) knowing facts about career opportunities, and (4) finding out about educational requirements for occupations.

Descriptors: Career Awareness, Career Choices

Number of Items: 60

Type of Item: Multiple choice

Intended Population: Students

Age or Grade Level: Grades 10-12

Forms: 1

Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example is not presented. Students are presented material such as an advertisement, and, based on this information, they are asked to select the best response to the question.

ADMINISTRATION:

Time: 60 minutes is suggested.

Response Mode: Students mark their responses on a combination machine scorable/self-scorable response sheet.

Scoring: The answer sheets are machine scored; however, in marking their answers, a carbon of the answer sheet is also prepared so that the students can then score them themselves. In addition to machine scoring, summary reports prepared by The College Board are available at 75 response sheets per skill minimum at $.75 per sheet.

TEST DATA:

Reliability: KR - 20 = .89
Validity: Not available—validity study to be completed in late 1979

COMMENTS: This measure is one of six instruments developed by The College Board and Educational Testing Service in cooperation with the states of Georgia, Maryland, Minnesota, New Jersey, and Ohio. The other five (5) instruments include:

- Self Evaluation and Development Skills,
- Employment Seeking Skills,
- Career Decision-Making Skills,
- Work Effectiveness Skills, and
- Personal Economic Skills.

In addition, the following materials are also available:

- *Implementing the Career Skills Assessment Program: A Handbook for Effective Program Use* ($2.75)
- *Administering the Career Skills Assessment Program: Instructions for Using CSAP Measures* (free with every package of booklets)
- Saved Filmstrip Kit ($48.50). Three filmstrips plus on orientation kit and a Leader's Guide
- Sample set ($5.00). Examination copies of the measures and handbooks

TITLE:	Career Decision-Making Skills (Experimental Edition)
AUTHOR:	College Board **DATE:** 1977 Copyright
AVAILABILITY:	
Publisher:	College Board, 888 Seventh Avenue, New York, NY 10019
Cost:	$25.00 for 25 exercise booklets (reusable). Response sheets and student self-instruction guides—$25.00 for 25
ERIC:	Not listed
INSTRUMENT DESCRIPTION:	
Purpose/Content:	To reveal skills, knowlege and techniques of a student necessary for informed career decision-making: (1) define a problem, (2) establish an action plan, (3) clarify values, (4) identify alternatives, (5) discover probable outcomes, (6) eliminate alternatives systematically, and (7) start action.
Descriptors:	Career Decision Making, Locating Employment
Number of Items:	60
Type of Item:	Multiple choice
Intended Population:	Students
Age or Grade Level:	Grades 10-12
Forms:	1
Domain:	Cognitive
EXAMPLE ITEM:	This is a copyrighted test; therefore, an example is not presented. Students are presented material such as an advertisement, and, based on this information, they are asked to select the best response to the question.
ADMINISTRATION:	
Time:	60 minutes is suggested
Response Mode:	Students mark their responses on a combination machine scorable/self-scorable response sheet.
Scoring:	The answer sheets are machine scored; however, in marking their answers, a carbon of the answer sheet is also prepared so that the students can then score them themselves. In addition to machine scoring, summary reports prepared by The College Board are available at 75 response sheets per skill minimum at $.75 per sheet.
TEST DATA:	
Reliability:	KR - 20 = .92
Validity:	Not available—validity study to be completed in late 1979

COMMENTS:

This measure is one of six instruments developed by The College Board and Educational Testing Service in cooperation with the states of Georgia, Maryland, Minnesota, New Jersey, and Ohio. The other five (5) instruments include:

- Self Evaluation and Development Skills,
- Career Awareness Skills,
- Employment Seeking Skills,
- Work Effectiveness Skills, and
- Personal Economic Skills.

In addition, the following materials are also available:

- *Implementing the Career Skills Assessment Program: A Handbook for Effective Program Use* ($2.75)
- *Administering the Career Skills Assessment Program: Instructions for Using CSAP Measures* (free with every package of booklets)
- Saved Filmstrip Kit ($48.50). Three filmstrips plus an orientation kit and a Leader's Guide.
- Sample set ($5.00). Examination copies of the measures and handbooks

TITLE: Employment Seeking Skills (Experimental Edition)

AUTHOR: College Board

DATE: 1977 Copyright

AVAILABILITY:

Publisher: College Board, 888 Seventh Avenue, New York, NY 10019

Cost: $25.00 for 25 exercise booklets (reusable). Response sheets & student self-instruction guides — $25.00 for 25

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess the skill and knowledge of a student in the following aspects of seeking employment: (1) anticipating job prospects, (2) finding and interpreting facts and sources of information about available jobs, (3) identifying appropriately written letters, resumes, and application forms, (4) describing appropriate appearance and behavior as one is interviewed and evaluated for a job, and (5) evaluating when a specific job fits a person's needs and interests

Descriptors: Career Decision Making, Career Planning, Obtaining Employment

Number of Items: 70

Type of Item: Multiple choice

Intended Population: Students

Age or Grade Level: Grades 10-12

Forms: 1

Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example is not presented. Students are presented material such as an advertisement, and, based on this information, they are asked to select the best response to the question.

ADMINISTRATION:

Time: 40 minutes is suggested

Response Mode: Students mark their responses on a combination machine scorable/self-scorable response sheet.

Scoring: In addition to machine scoring a summary report prepared by the College Entrance Examination Board is available at 75 response sheets per skill minimum at $.75 per sheet.

TEST DATA:

Reliability: KR-20 = .90

Validity: Not available—validity study to be completed in late 1979

COMMENTS:

This measure is one of six instruments developed by The College Entrance Examination Board and Educational Testing Service in cooperation with the states of Georgia, Maryland, Minnesota, New Jersey, and Ohio. The other five (5) instruments include:

- Self Evaluation and Development Skills
- Career Awareness Skills
- Career Decision-Making Skills
- Work Effectiveness Skills
- Personal Economic Skills

In addition, the following materials are also available:

- *Implementing the Career Skills Assessment Program: A Handbook for Effective Program Use* ($2.75)
- *Administering the Career Skills Assessment Program: Instructions for Using CSAP Measures* (free with every package of booklets)
- Sound Filmstrip Kit ($48.50) — three filmstrips plus an orientation kit and a Leader's Guide
- Sample Set ($5.00) — Examination Copies of the measures and handbooks

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TITLE: Personal Economic Skills (Experimental Edition)

AUTHOR: College Board **DATE:** 1977 Copyright

AVAILABILITY:

Publisher: College Board, 888 Seventh Avenue, New York, NY 10019

Cost: $25.00 for 25 exercise booklets (reusable). Response sheets and student self-instruction guides—$25.00 for 25

ERIC: Not listed

INSTRUMENT DESCRIPTION:

Purpose/Content: To reveal a student's skill and knowledge in the following aspects of managing personal finances: (1) figuring your paycheck and income tax, (2) understanding personal backing procedures, (3) purchasing goods and services and paying bills, (4) insuring yourself and your possessions, (5) borrowing and using credit, (6) understanding investment procedures, (7) understanding basic economic ideas

Descriptors: Career Decision Making, Career Planning, Obtaining Employment

Number of Items: 60

Type of Item: Multiple choice

Intended Population: Students

Age or Grade Level: Grades 10-12

Forms: 1

Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example is not presented. Students are presented material such as an advertisement, and, based on this information, they are asked to select the best response to the question.

ADMINISTRATION:

Time: 60 minutes is suggested.

Response Mode: Students mark their responses on a combination machine scorable/self-scorable response sheet.

Scoring: The answer sheets are machine scored; however, in marking their answers, a carbon of the answer sheet is also prepared so that the students can then score them themselves. In addition to machine scoring, summary reports prepared by The College Board are available at 75 response sheets per skill minimum at $.75 per sheet.

TEST DATA:

Reliability: KR - 20 = .88

Validity: Not available—validity study to be completed in late 1979

COMMENTS: This measure is one of six instruments developed by The College Board and Educational Testing Service in cooperation with the states of Georgia, Maryland, Minnesota, New Jersey, and Ohio. The other five (5) instruments include:

- Self Evaluation and Development Skills,
- Career Awareness Skills,
- Career Decision-Making Skills,
- Work Effective Skills, and
- Employment Seeking Skills

In addition, the following materials are also available:

- *Implementing the Career Skills Assessment Program: A Handbook for Effective Program Use* ($2.75)
- *Administering the Career Skills Assessment Programs Instructions for Using CSAP Measures* (free with every package of booklets)
- Saved Filmstrip Kit ($48.50). Three filmstrips plus an orientation kit and a Leader's Guide
- Sample set ($5.00). Examination copies of the measures and handbooks

TITLE: Self-Evaluation and Development Skills

AUTHOR: College Board **DATE:** 1977 Copyright

AVAILABILITY:

Publisher: College Board, 888 Seventh Avenue, New York, NY 10019

Cost: $25.00 for 25 exercise booklets (reusable). Response sheets and student self-instruction guides—$25.00 for 25

ERIC: Not listed

INSTRUMENT DESCRIPTION:

Purpose/Content: To reveal the skill and knowledge of a student in the following aspects of self-understanding and the extent of their awareness of the characteristics and behavior of other people: (1) understanding individual differences, (2) evaluating individual characteristics and understanding test results, (3) changing personal characteristics and behavior, (4) locating and interpreting information about self, and (5) applying knowledge about self to career opportunities

Descriptors: Self-Awareness, Self-Concept, Self-Identity
Number of Items: 60
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grades 10-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example is not presented. Students are presented material such as an advertisement, and, based on this information, they are asked to select the best response to the question.

ADMINISTRATION:

Time: 60 minutes is suggested
Response Mode: Students mark their responses on a combination machine scorable/self-scorable response sheet
Scoring: The answer sheets are machine scored; however, in marking their answers, a carbon of the answer sheet is also prepared so that the students can then score them themselves. In addition to machine scoring, summary reports prepared by The College Board are available at 75 response sheets per skill minimum at $.75 per sheet.

TEST DATA:

Reliability: KR - 20 = .92

Validity: Not available—validity study to be completed in late 1979

COMMENTS: This measure is one of six instruments developed by The College Board and Educational Testing Service in cooperation with the states of Georgia, Maryland, Minnesota, New Jersey, and Ohio. The other five (5) instruments include:

- Self Evaluation and Development Skills,
- Career Awareness Skills,
- Employment Seeking Skills,
- Work Effectiveness Skills, and
- Personal Economic Skills.

In addition, the following materials are also available:

- *Implementing the Career Skills Assessment Program: A Handbook for Effective Program Use* ($2.75)
- *Administering the Career Skills Assessment Program: Instructions for Using CSAP Measures* (free with every package of booklets)
- Saved Filmstrip Kit ($48.50). Three filmstrips plus an orientation kit and a Leader's Guide.
- Sample set ($5.00). Examination copies of the measures and handbooks

TITLE: Work Effectiveness Skills (Experimental Edition)

AUTHOR: College Board

DATE: 1977
Copyright

AVAILABILITY:

Publisher:	College Board, 888 Seventh Avenue, New York, NY 10019
Cost:	$25.00 for 25 exercise booklets (reusable). Response sheets and student self-instruction guides—$25.00 for 25
ERIC:	Not listed

INSTRUMENT DESCRIPTION:

Purpose/Content:	To reveal a student's skill and knowledge in the following aspects of working on a job: (1) identifying the responsibilities of employers and employees to each other, (2) developing effective work habits, (3) achieving effective working relationships with co-workers, (4) managing work situations to achieve personal satisfaction, (5) giving and receiving supervision effectively, (6) advancing on the job, and (7) planning job changes
Descriptors:	Work Habits, Work Responsibilities
Number of Items:	60
Type of Item:	Multiple choice
Intended Population:	Students
Age or Grade Level:	Grades 10-12
Forms:	1
Domain:	Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example is not presented. Students are presented material such as an advertisement, and, based on this information, they are asked to select the best response to the question.

ADMINISTRATION:

Time:	60 minutes is suggested
Response Mode:	Students mark their responses on a combination machine scorable/self-scorable response sheet.
Scoring:	The answer sheets are machine scored; however, in marking their answers, a carbon of the answer sheet is also prepared so that the students can then score them themselves. In addition to machine scoring, summary reports prepared by The College Board are available at 75 response sheets per skill minimum at $.75 per sheet.

TEST DATA:

Reliability: KR - 20 = .92
Validity: Not available—validity study to be completed in late 1979

COMMENTS: This measure is one of six instruments developed by The College Board and Educational Testing Service in cooperation with the states of Georgia, Maryland, Minnesota, New Jersey, and Ohio. The other five (5) instruments include:

- Self Evaluation and Development Skills,
- Career Awareness Skills,
- Career Decision-Making Skills,
- Employment Seeking Skills, and
- Personal Economic Skills.

In addition, the following materials are also available:

- *Implementing the Career Skills Assessment Program: A Handbook for Effective Program Use* ($2.75)
- *Administering the Career Skills Assessment Programs Instructions for Using CSAP Measures* (free with every package of booklets)
- Saved Filmstrip Kit ($48.50). Three filmstrips plus an orientation kit and a Leader's Guide
- Sample set ($5.00). Examination copies of the measures and handbooks

TITLE: Follow-up Questionnaire

AUTHOR: Ramona Perry Williams **DATE:** 1975

AVAILABILITY:

Publisher: Roanoke City Public Schools, Division of Educational Programs, Department of Vocational and Adult Education, P.O. Box 2129, Roanoke, Virginia 24009

Cost: This document is available from ERIC EDRS, Leasco Information Products, 4827 Rugby Avenue, Bethesda, Maryland 20014 for $.76 microfiche, or $13.23 hard copy plus postage

ERIC: ED 115 932 "An Evaluation of the Health Careers Program at Jefferson Senior High School. Final Report"

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine the effectiveness of a health careers program by a follow-up of students who had completed the course

Descriptors: Follow-Up, Impact

Number of Items: 62

Type of Item: Checklist, 4-point rating scale, 5-point rating scale

Intended Population: Students

Age or Grade Level: Secondary school

Forms: 1

Domain: Not appropriate

EXAMPLE ITEM:

To what extent did the Health Careers Program assist you in making a career decision? (check one)

( ) No assistance
( ) Little assistance
( ) Some assistance
( ) Moderate assistance
( ) Major influence

ADMINISTRATION:

Time: No limit

Response Mode: Paper and pencil, mail questionnaire

Scoring: Hand scored

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS:

TITLE: How I See Myself, Secondary Form

AUTHOR: Ira J. Gordon **DATE:** 1966

AVAILABILITY:

Publisher: Ira J. Gordon, School of Education UNC, Chapel Hill, North Carolina 27514
Cost: $.08/copy (26 or more copies), $.20/copy (25 or less copies)
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To measure students' self-esteem
Descriptors: Self-concept
Number of Items: 42
Type of Item: Likert scale
Intended Population: Students
Age or Grade Level: Grades 9-12
Forms: 1
Domain: Affective

EXAMPLE ITEM: I don't like to try new things. I like to try new things.

1 2 3 4 5
(circle one)

ADMINISTRATION:

Time: No time limits, takes approximately 20 to 30 minutes
Response Mode: Paper and pencil
Scoring: Hand scored; can be IBM scored for large data sets by FERDC

TEST DATA:

Reliability: In manual
Validity: In manual

COMMENTS: Test manual (1968) is available from the Florida Educational Research and Development Council, College of Education, University of Florida, Gainsville, Florida 32611 ($1.00 per copy). Currently being revised

TITLE: Kuder Occupational Interest Survey (OIS), Form DD

AUTHOR: G. Frederic Kuder

DATE: 1956, 1964 Copyright
Revised 1970, 1971, 1974

AVAILABILITY:

Publisher: Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611,
Cost: Specimen Set $3.55
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assist an individual in making vocational choices or selecting a field of study by providing information on how that individual's personal interests compare with those of people in various occupations and fields of study
Descriptors: Career Exploration, Career Choices, Personal Interests
Number of Items: 100
Type of Item: Dichotomous choice and forced choice triad
Intended Population: Students and adults
Age or Grade Level: Grades 11-16 and adults
Forms: 1
Domain: Affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. The student is presented with a series of activities, and he/she is to mark those he/she likes most and least.

ADMINISTRATION:

Time: 30-40 minutes
Response Mode: Paper, pencil, and consumable instruments
Scoring: Electronically scored by Science Research Associates

TEST DATA:

Reliability: A median test-retest reliability coefficient of .90 for all cases (i.e., high school seniors and college students) was reported.
Validity: Predictive validity was discussed in the *Kuder DD Occupational Interest Survey General Manual* (Chicago: Science Research Associates, Inc., 1975).

COMMENTS: Occupational and college major scales normed separately by sex, but scores on all scales reported to each individual regardless of sex

TITLE: New Mexico Statewide Evaluation Program (Test 5002)

AUTHOR: S. Klein
A. Morgan
R. Stuart

DATE: Developed 1973
Revised 1975

AVAILABILITY:

Publisher: Evaluation, Assessment, and Testing Unit
New Mexico State Department of Education
Santa Fe, New Mexico 87503
Cost: Available upon request
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide objective-based data regarding students' knowledge of career planning and decision making
Descriptors: Career Planning, Career Decision Making
Number of Items: 20
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Not indicated
Forms: Multiple
Domain: Cognitive

EXAMPLE ITEM: Rudy, an 11th grader, is planning his future. He wants to talk about his ideas with someone who knows about good plans. Who is likely to be *most* helpful?

a. his guidance counselor
b. his coach
c. his neighbor
d. his buddy who is in college

ADMINISTRATION:

Time: 20 minutes
Response Mode: Paper and pencil
Scoring: Electronically scored

TEST DATA:

Reliability: Technical data available upon request
Validity: Technical data available upon request

COMMENTS:

TITLE:	New Mexico Statewide Evaluation Program (Test 5003)
AUTHOR:	S. Klein A. Morgan R. Stuart
DATE:	Developed 1973 Revised 1975
AVAILABILITY:	
Publisher:	Evaluation, Assessment, and Testing Unit, New Mexico State Department of Education, Santa Fe, New Mexico 87503
Cost:	Available upon request
ERIC:	
INSTRUMENT DESCRIPTION:	
Purpose/Content:	To provide objective-based data concerning students' knowledge of the role that job characteristics and requirements play in the selection of a career.
Descriptors:	Career Exploration, Job Requirements, Occupational Information, Career Decision Making
Number of Items:	20
Type of Item:	Multiple choice
Intended Population:	Students
Age or Grade Level:	Not indicated
Forms:	Multiple
Domain:	Cognitive
EXAMPLE ITEM:	A beautician usually: a. stands all day b. sits behind a desk c. reads reports d. decorates homes
ADMINISTRATION:	
Time:	20 minutes
Response Mode:	Paper and pencil
Scoring:	Electronically scored
TEST DATA:	
Reliability:	Technical data available upon request
Validity:	Technical data available upon request
COMMENTS:	

TITLE: New Mexico Statewide Evaluation Program (Test 5006)

AUTHOR: S. Klein
A. Morgan
R. Stuart

DATE: Developed 1973
Revised 1975

AVAILABILITY:

Publisher: Evaluation, Assessment, and Testing Unit,
New Mexico State Department of Education,
Santa Fe, New Mexico 87503
Cost: Available upon request
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide objective-based data regarding students' knowledge and use of applied decision-making steps in the area of career choice
Descriptors: Career Decision Making, Career Choices
Number of Items: 20
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Not indicated
Forms: Multiple
Domain: Cognitive

EXAMPLE ITEM: During the past year, I have:
a. discussed job and/or college training programs with a counselor
b. found out how people enter occupations that are of interest to me
c. done *both* of the above
d. done *none* of the above

ADMINISTRATION:

Time: 20 minutes
Response Mode: Paper and pencil
Scoring: Electronically scored

TEST DATA:

Reliability: Technical data available upon request
Validity: Technical data available upon request

COMMENTS:

TITLE: New Mexico Statewide Evaluation Program (Test 5007)

AUTHOR: S. Klein
A. Morgan
R. Stuart

DATE: Developed 1963
Revised 1975

AVAILABILITY:

Publisher: Evaluation, Assessment, and Testing Unit,
New Mexico State Department of Education,
Santa Fe, New Mexico 87503
Cost: Available upon request
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide objective-based data regarding students' knowledge of various situations they might encounter when applying for job and assess their possession of the appropriate skills and behaviors needed to cope with those situations
Descriptors: Locating Employment, Obtaining Employment
Number of Items: 20
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Not indicated
Forms: Multiple
Domain: Cognitive

EXAMPLE ITEM: If an employment application asks you to list your "previous employment" but you have never had any job like the one you are applying for, you should:

a. write "none"
b. write "nothing applicable"
c. list the jobs you have had
d. make up some appropriate jobs and list them

ADMINISTRATION:

Time: 25 minutes
Response Mode: Paper and pencil
Scoring: Electronically scored

TEST DATA:

Reliability: Technical data available upon request
Validity: Technical data available upon request

COMMENTS:

TITLE: New Mexico Statewide Evaluation Program (Test 5008)

AUTHOR:
S. Klein
A. Morgan
R. Stuart

DATE: Developed 1973
Revised 1975

AVAILABILITY:

Publisher: Evaluation, Assessment, and Testing Unit,
New Mexico State Department of Education,
Santa Fe, New Mexico 87503

Cost: Available upon request

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide objective-based data regarding students' knowledge of the basic attitudes, values, and responsibilities that they must exhibit in order to maintain a job and advance beyond the entry level of an occupation

Descriptors: Work Attitudes, Work Habits, Work Responsibilities, Maintaining Employment, Educational Career Relationships, Job Success

Number of Items: 25

Type of Item: Multiple choice

Intended Population: Students

Age or Grade Level: Not indicated

Forms: Multiple

Domain: Cognitive and affective

EXAMPLE ITEM:

Julia is an apprentice plumber. There are six steps in apprenticeship. She has skipped two steps already and now she is about to become a journeyman. What is the most likely reason?

a. She has good union connections.
b. She was never late for work.
c. She felt very lucky in this job.
d. She showed that she learns more quickly than others.

ADMINISTRATION:

Time: 25 minutes

Response Mode: Paper and pencil

Scoring: Electronically scored

TEST DATA:

Reliability: Technical data available upon request

Validity: Technical data available upon request

COMMENTS:

TITLE:	NWREL EBCE Semantic Differential
AUTHOR:	NWREL Career Education Program **DATE:** 1976
AVAILABILITY:	
Publisher:	Northwest Regional Educational Laboratory, Experience Based Career Education Program, Lindsay Building, 710 SW Second Avenue, Portland, Oregon 97204
Cost:	Not presently available
ERIC:	
INSTRUMENT DESCRIPTION:	
Purpose/Content:	To assess change in students' concepts of "me," "community resources," "adults," "school," "learning," "work," and "decision making"
Descriptors:	Self-concept, Personal Values, Work Attitudes, Career Decision Making, Educational Awareness
Number of Items:	7
Type of Item:	Semantic differential
Intended Population:	Students
Age or Grade Level:	High school
Forms:	1
Domain:	Affective
EXAMPLE ITEM:	Semantic differential **For example, if you feel that the topic named at the top of the page is *very closely associated,* with one end of the scale, you would place an "x" as follows:** **(fair _x_ : __ : __ : __ : unfair) or (fair __ : __ : __ : _x_ : unfair)**
ADMINISTRATION:	
Time:	Untimed; requires approximately 10 minutes
Response Mode:	Paper, pencil, and consumable instruments
Scoring:	Hand scored. Scoring template available.
TEST DATA:	
Reliability:	Not indicated
Validity:	Construct validity based on EBCE staff perceptions of key attitude areas
COMMENTS:	

TITLE:	Planning Career Goals (PCG) Ability Measures
AUTHOR:	American Institutes for Research **DATE:** 1975, 1976, 1977 Copyright

AVAILABILITY:

Publisher:	CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940
Cost:	Not indicated
ERIC:	

INSTRUMENT DESCRIPTION:

Purpose/Content: To aid individuals in making career and educational plans by comparing their scores on the PCG with those obtained on similar tests taken in high school by persons now engaged in specific occupations. Consequently, individuals taking the PCG may be able to form education and career plans that are more likely to be realized, either because their plans correlate with measured skills and interests or because skills necessary for the desired career may be gained through education.

The testing components of PCG battery include five books: *Ability Measures, Interest Inventory, Information Planners*, the *Examiner's Manual*, and the answer document with the Life and Career Plans Report.

The *Ability Measures* instrument includes separate sections on Reading Comprehension, Mathematics, Abstract Reasoning, Creativity, Mechanical Reasoning, English, Quantitative Reasoning, Vocabulary, Visualization, and Computation.

Descriptors:	Career Planning, Equal Opportunities, Stereotyping
Number of Items:	362
Type of Item:	Multiple choice
Intended Population:	Students
Age or Grade Level:	Grades 8-12
Forms:	1
Domain:	Cognitive and affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Most of the items are presented as a multiple choice of five.

ADMINISTRATION:	
Time:	Each of ten sections is separately timed. Total time limit is 118 minutes.
Response Mode:	Paper and pencil
Scoring:	Electronically scored answer sheets (CTB/McGraw Hill's CompuScan) or hand scored
TEST DATA:	
Reliability:	Split-half correlation coefficients (Angoff Formula 16) ranged from .68 to .94.
Validity:	Predictive validity was established.
COMMENTS:	The *Technical Bulletin No. 1* provides an extensive discussion of the PCG and its development.

TITLE: Planning Career Goals (PCG) Information Measures

AUTHOR: American Institutes for Research **DATE:** 1975, 1976, 1977 Copyright

AVAILABILITY:

Publisher: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To aid individuals in making career and educational plans by comparing their scores on the PCG with those obtained on similar tests taken in high school by persons now engaged in specific occupations; consequently, individuals taking the PCG may be able to form education and career plans that are more likely to be realized, either because their plans correlated with measured skills and interests or because skills necessary for the desired career may be gained through education.

The testing components of PCG battery include five books: *Ability Measures, Interest Inventory, Information Measures*, the *Examiner's Manual*, and the answer document with the Life and Career Plan Report.

Items in the *Information Measures* sample the knowledge that individuals would have acquired if they had studied about 12 different career groups or participated in activities related to those groups.

Descriptors: Career Planning, Equal Opportunities, Stereotyping

Number of Items: 240

Type of Item: Multiple choice

Intended Population: Students

Age or Grade Level: Grades 8-12

Forms: 1

Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. The student is presented with one statement and five choices for the most correct completion of the statement.

ADMINISTRATION:

Time: Approximately 80 minutes, no time limit indicated

Response Mode: Paper and pencil

Scoring: Electronically scored answer sheets (CTB/McGraw Hill's CompuScan) or hand scored

TEST DATA:

Reliability: Split-half correlation coefficients (Angoff Formula 16) ranged from .63 to .89.

Validity: Predictive validity was established.

COMMENTS: The *Technical Bulletin No. 1* provides an extensive discussion of the PCG and its development.

TITLE: Planning Career Goals (PCG) Interest Inventory

AUTHOR: American Institutes for Research **DATE:** 1975, 1976, 1977 Copyright

AVAILABILITY:

Publisher: CTB/McGraw Hill, Del Monte Research Park, Monterey, California 93940
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To aid individuals in making career and educational plans by comparing their scores on the PCG with those obtained on similar tests taken in high school by persons now engaged in specific occupations; consequently, individuals taking the PCG may be able to form education and career plans that are more likely to be realized, either because their plans correlated with measured skills and interests or because skills necessary for the desired career may be gained through education.

The testing components of the PCG battery include five books: *Ability Measures, Interest Inventory, Information Measures*, the *Examiner's Manual*, and the answer document with the Life and Career Plans report.

Descriptors: Career Planning, Equal Opportunities, Stereotyping
Number of Items: 300
Type of Item: Likert-type scale
Intended Population: Students
Age or Grade Level: Grades 8-12
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. The student is asked to respond to each statement ranging from "I like this very much" to "I dislike this very much."

ADMINISTRATION:

Time: Approximately 30-45 minutes, no time limit indicated
Response Mode: Paper and pencil
Scoring: Electronically scored answer sheets (CTB/McGraw Hill's CompuScan) or hand scored

TEST DATA:

Reliability: Split-half correlation coefficients (Angoff Formula 16) ranged from .85 to 1.00.

Validity: Predictive validity was established.

COMMENTS: The *Technical Bulletin No. 1* provides an extensive discussion of the PCG and its development.

TITLE: Radford City Schools Career Education Program Career Exploration Inventory, Grade 11

AUTHOR: Not indicated **DATE:** Not indicated

AVAILABILITY:

Publisher: Radford City Schools, Career and Vocational Education Programs, 1612 Wadsworth Street, Radford, Virginia 24141
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge of and attitudes toward career awareness and career exploration
Descriptors: Career Exploration, Career Awareness
Number of Items: 20
Type of Item: Dichotomous choice
Intended Population: Students
Age or Grade Level: Grade 11
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Answer Yes or No

A college education is necessary
in order to get a good job. ________

ADMINISTRATION:

Time: No limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: School Opinion Scales

AUTHOR: EBCE Program Staff **DATE:** 1976

AVAILABILITY:

Publisher: Experience Based Career Education Program, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103
Cost: Not yet determined
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess student attitudes toward school and toward current school program
Descriptors: Educational Awareness, Curriculum Planning
Number of Items: 30
Type of Item: Rating scales
Intended Population: Students
Age or Grade Level: High school
Forms: 1
Domain: Affective and cognitive

EXAMPLE ITEM: (Circle one number on each line)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly. Agree
At this school I have the opportunity to choose assignments which are interesting to me	1	2	3	4	5

ADMINISTRATION:

Time: Not timed, approximately 15 minutes
Response Mode: Paper, pencil, and consumable instrument
Scoring: Hand or machine scored, four subscored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Self-Directed Interest Inventory*

AUTHOR: RBS Research Form, Adaptation of John Holland's *Self-Directed Search*

DATE: 1974 Copyright

AVAILABILITY:

Publisher: Research for Better Schools (RBS), Inc., Suite 1700, 1700 Market Street, Philadelphia, Pennsylvania 19103

Cost: Test Booklets $32.50/50 forms,OpScan Answer Sheets $8.50/50 sheets

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To obtain information regarding students' activities, occupations, and abilities as they relate to career interests. The five sections of the inventory consist of (1) listing the occupations they have considered, (2) indicating the activities they like or dislike, (3) evaluating the competencies they possess in performing different activities, (4) rating occupations they find interesting or not interesting, (5) making self-estimates of their own abilities in different areas.

Descriptors: Curriculum Planning, Occupational Interests, Personal Abilities, Personal Interests, Vocational Competencies

Number of Items: 128

Type of Item: Dichotomous choice (116) and 7-point scale (12)

Intended Population: Students

Age or Grade Level: Secondary school

Forms: 1

Domain: Affective and cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Students are asked to respond "like" or "dislike" to activities and "yes" or "no" to competencies and interests. A seven-point scale is presented for self-estimates.

ADMINISTRATION:

Time: Untimed; approximately 30 minutes

Response Mode: Paper, pencil, nonconsumable booklet, and optical scanning response sheet

Scoring: Electronically scored. Processing services available from RBS at a cost of $.15/student

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*Adapted by special permission from *The Self-Directed Search.* © Copyright, 1974, by Consulting Psychologists Press, Inc.

TEST DATA:

Reliability:	Not indicated
Validity:	Not indicated

COMMENTS:

TITLE:	Statewide Survey of Needs for Career Education (Form PI-Q-64)	
AUTHOR:	Arlys E. Gessner	**Date:** 1976

AVAILABILTIY:

Publisher:	State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost:	Not indicated
ERIC:	

INSTRUMENT DESCRIPTION:

Purpose/Content:	To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education
Descriptors:	Needs Assessment, Curriculum Planning, Educational Requirements
Number of Items:	24
Type of Item:	4-point rating scale, dichotomous choice, open-ended comments
Intended Population:	Students
Age or Grade Level:	Grade 12
Forms:	1
Domain:	Cognitive

EXAMPLE ITEM:

I need:	I need this:			
	Less	Some amount	More	Great deal more
8. Help in matching up my interests and abilities with possible career choice areas	1	2	3	4

ADMINISTRATION:

Time:	No time limits indicated. (It takes about 20-25 minutes to administer.)
Response Mode:	Paper and pencil
Scoring:	Electronically scored answer sheets, or can be hand scored, or programmed by computer

TEST DATA:

Reliability:	Not indicated
Validity:	Not indicated

COMMENTS:

TITLE: Statewide Survey of Needs for Career Education (Form PI-Q-76)

AUTHOR: Arlys E. Gessner **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education

Descriptors: Needs Assessment, Educational Requirements

Number of items: 22

Type of Item: 4-point scale, checklist

Intended Population: Special education students

Age or Grade Level: Secondary grades

Forms: 1

Domain: Cognitive

EXAMPLE ITEM:

Degree Needed

	Great deal more	More	Same amount	Less
I need to know what employers or school and training programs will expect of me.	4	3	2	1

ADMINISTRATION:

Time: No time limits indicated. (It takes approximately 25-30 minutes to administer)

Response Mode: Paper and pencil

Scoring: Hand scored or programmed by computer

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS:

TITLE: Student Assessment of Career Development Activities

AUTHOR: Wisconsin K-12 Career Education Consortium **DATE:** 1976

AVAILABILITY:

Publisher: Wisconsin K-12 Career Education Consortium, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' perceptions of career education learner education activities in the area of career planning which have been conducted in or sponsored by their local high schools
Descriptors: Career Development, Career Planning
Number of Items: 65
Type of item: Likert scale (61 items) and written comments
Intended Population: Students
Age or Grade Level: Grades 9-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

	Almost Always	Regularly	Sometimes	Seldom	Never
Have you had opportunities to share with parents discussions you have had concerning your career aspirations?	1	2	3	4	5

ADMINISTRATION:

Time: Approximately 30 minutes
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Student Attitudes Survey

AUTHOR: RBS Career Education Program Evaluation Staff **DATE:** 1976

AVAILABILITY:

Publisher: Research for Better Schools (RBS), Inc., Suite 1700, 1700 Market Street, Philadelphia, Pennsylvania 19103
Cost: $12.50/50 tests
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' attitudes toward various aspects of their learning environment, occupational choice, their own personality, and social interaction with other individuals
Descriptors: Educational Awareness, Student Attitudes, Human Relationships, Interpersonal Relationships, Self-Concept, Self-Social Fulfillment, Career Choices
Number of Items: 80
Type of item: Likert scale
Intended Population: Students
Age or Grade Level: Secondary school
Forms: 1
Domain: Affective

EXAMPLE ITEM: Early planning is important for getting a good job.

Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	2	3	4	5

ADMINISTRATION:

Time: Untimed; approximately 30 minutes
Response Mode: Paper, pencil, and consumable instruments
Scoring: Electronically scored; processing services available from RBS at a cost of $.30/student

TEST DATA:

Reliability: Spearman-Brown coefficients for four subscales: .80, .90, .88, and .79
Validity: See Instrument Service Guide, page 17 for validity discussion

COMMENTS:

TITLE: Student Background Summary

AUTHOR: EBCE Program Staff **DATE:** 1975

AVAILABILITY:

Publisher: Experience Based Career Education Program, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103
Cost: Not yet determined
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To collect entry information from students on demography, future plans, attitudes toward school, and reasons for enrolling
Descriptors: Curriculum Planning, Educational Awareness, Experience-Based Education
Number of Items: 16
Type of Item: Rating scales, checklists
Intended Population: Students
Age or Grade Level: High school
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: The statements below describe various ways in which your school program last year may or may not have helped you. Show how you agree or disagree with the following statements:

	(Match response with statement)			
	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
The school helped to prepare me for work.				

ADMINISTRATION:

Time: No limit, approximately 15 minutes
Response Mode: Paper, pencil, and consumable instruments
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Student Career Development Needs Assessment

AUTHOR: Wisconsin K-12 Career Education Consortium **DATE:** 1976

AVAILABILITY:

Publisher: Wisconsin K-12 Career Education Consortium, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost: None
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess student needs for various career planning experiences
Descriptors: Career Development, Needs Assessment
Number of Items: 20
Type of Item: Six questions about demographic characteristics of the respondent and 14 Likert-type scale items
Intended Population: Students
Age or Grade Level: Grades 9-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

	Provided **Degree to which this experience or training is being provided to you through the school resources past or present.**					***Needed*** **Your need for this experience or training.**				
Your Career Development Experiences	High Degree	Moderate Degree	Slight Degree	Not Provided	Don't Know	Great Need	Moderate Need	Slight Need	No Need	Don't Know
	5	4	3	2	1	5	4	3	2	1
1. Observing workers in their work environments.										
2. Learning skills that will apply in my chosen career.										

ADMINISTRATION:

Time: An average of 10 minutes is required in a classroom setting
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: Information provided concerning appropriate data analysis procedures

TITLE:	Student End-of-Year Questionnaire
AUTHOR:	NWREL Career Education Program **DATE:** 1976
AVAILABILITY:	
Publisher:	Northwest Regional Educational Laboratory, Experience Based Career Education Program, Lindsay Building, 710 SW Second Avenue, Portland, Oregon 97204
Cost:	Not presently available
ERIC:	
INSTRUMENT DESCRIPTION:	
Purpose/Content:	To assess students' knowledge about job trends and related information, to collect data on students' reflections about their EBCE experience, and to assess any change that might have occurred during the school year with regard to questions asked on the *Student Application Questionnaire* about educational and work goals
Number of Items:	55
Type of Item:	Checklist, multiple choice, written comments, Likert scale, dichotomous choice
Descriptors:	Curriculum Planning, Educational Career Relationships, Personal Interests, Experience-Based Education
Intended Population:	Students
Age or Grade Level:	High school
Forms:	1
Domain:	Cognitive and affective
EXAMPLE ITEM:	In comparison with past experiences in regular classes, how motivated are you to learn in EBCE? (Circle one)

Much more		About the same		Much less
5	4	3	2	1

ADMINISTRATION:	
Time:	Untimed; requires approximately 20 minutes
Response Mode:	Paper, pencil, and consumable instruments
Scoring:	Keypunchable form for direct computer processing
TEST DATA:	
Reliability:	Not indicated
Validity:	Content validity matches EBCE objectives
COMMENTS:	

TITLE: Student Growth Assessment of Career Development Inventory, Form D

AUTHOR: T. Antoinette Ryan **DATE:** Not indicated

AVAILABILITY:

Publisher: Office of Instructional Services, Hawaii State Department of Education, P.O. Box 2360, Honolulu, Hawaii 96804
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine students' knowledge in four career development areas: (1) self realization, (2) social relationships, (3) civic responsibility, and (4) economic efficiency
Descriptors: Career Development, Self-Identity, Societal Responsibilities, Citizenship, Economic Understanding
Number of Items: 100 per instrument
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grade 12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: A person who is interested in creative work would likely do well as:
a. a plumber
b. an architect
c. a doctor
d. an engineer

ADMINISTRATION:

Time: Each instrument may be administered in two or four sessions in order to avoid boredom or fatigue.
Response Mode: Paper and pencil
Scoring: Hand scored, scoring keys provided

TEST DATA:

Reliability: Pre-post correlation coefficient .58 to .80
Validity: Content and construct validity were discussed.

COMMENTS: An administrator's manual of instruction is available.

TITLE: Student Opinion Scale

AUTHOR: Dr. E. Greenberger et al. **DATE:** Not indicated

AVAILABILITY:

Publisher: Center for Study of Social Organization of Schools, John Hopkins University, Baltimore, Maryland
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' feelings about a number of values important in their daily life and interactions with other people
Descriptors: Personal Values, Self-Concept, Self-Awareness, Self-Social Fulfillment
Number of Items: 102
Type of Item: Likert-type scale
Intended Population: Students
Age or Grade Level: High school
Forms: 1
Domain: Affective

EXAMPLE ITEM: I believe in working only as hard as I have to.

A. Strongly agree
B. Agree a little
C. Disagree a little
D. Strongly disagree

ADMINISTRATION:

Time: Not indicated
Response Mode: Paper, pencil, and answer sheets
Scoring: Electronically scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: This scale was used by the NWREL EBCE program. It is included in NWREL's Program Evaluation Guidelines for Planning and Carrying Out Evaluation of Experienced Based Career Education (Prototype Draft, May 1976).

TITLE: Student Placement and Counseling Effort (Students' Questionnaire)

AUTHOR: Not indicated **DATE:** Not indicated

AVAILABILITY:

Publisher: Minnesota Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' opinions of secondary school counseling and placement programs. The check off items are designed to assess: (1) the type of staff providing career-related services, and (2) the usefulness of the services.

Descriptors: Placement, Follow-Up, Needs Assessment

Number of Items: 27

Type of Item: Demographic Information, 3-point scale, check appropriate category, and 4-point rating scale

Intended Population: Students

Age or Grade Level: Grade 12

Forms: 1

Domain: Not appropriate

EXAMPLE ITEM:

Should this high school:	Yes	No	Unsure
a. assist students in selecting careers?	____	____	____

ADMINISTRATION:

Time: No time limit

Response Mode: Paper and pencil

Scoring: Hand scored

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS:

TITLE: Student Plans and Perceptions Survey

AUTHOR: EBCE Program Staff **DATE:** 1976

AVAILABILITY:

Publisher: Experience Based Career Education Program, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103
Cost: Not yet determined
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess end-of-year attitudes toward school and current program and to collect information on future plans
Descriptors: Educational Awareness, Curriculum Planning, Experience-Based Education, Needs Assessment
Number of Items: 13
Type of Item: Rating scales, checklists, completion
Intended Population: Students
Age or Grade Level: High school
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Name 3 ways that you have changed as a result of your school experiences this year.

ADMINISTRATION:

Time: Not timed, approximately 15 minutes
Response Mode: Paper, pencil, and consumable instruments
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE:	Student Questionnaire on Guidance Services	
AUTHOR:	Wisconsin K-12 Career Education Consortium	**DATE:** 1976
AVAILABILITY:		
Publisher:	Wisconsin K-12 Career Education Consortium, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702	
Cost:	None	
ERIC:		
INSTRUMENT DESCRIPTION:		
Purpose/Content:	To provide information on high school students' opinions and observations regarding guidance/counseling services in career planning	
Descriptors:	Career Planning	
Number of Items:	25	
Type of Item:	Likert scale (24 items) and yes-no answers (1 item). Space is also provided for comments.	
Intended Population:	Students	
Age or Grade Level:	Grades 8-12 (primarily for grades 10-12)	
Forms:	1	
Domain:	Affective and cognitive	

EXAMPLE ITEM:

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Before I entered tenth grade, I was helped to plan my high school program.	1	2	3	4	5

ADMINISTRATION:	
Time:	Can be completed in less than 30 minutes in a classroom setting
Response Mode:	Paper and pencil
Scoring:	Can be hand scored or may use an optically scanned answer sheet such as the IBM 1230 Document No. 505
TEST DATA:	
Reliability:	Not indicated
Validity:	Not indicated
COMMENTS:	Information provided concerning appropriate data analysis procedures, instrument administration, and interpretation/use of results

TITLE: Student Survey

AUTHOR: Kendrick L. Spooner **DATE:** 1976

AVAILABILITY:

Publisher: Kendrick L. Spooner, Director, Program Evaluation, University of Northern Colorado, Greeley, Colorado 80639
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' opinion of their mastery of certain skills needed to function in society and their opinions as to whether or not those tasks should be part of their schooling
Descriptors: Interests and Abilities, Curriculum Planning, Educational Requirements, Needs Assessment
Number of Items: 35
Type of Item: Dichotomous choice
Intended Population: Students
Age or Grade Level: Grades 9-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

	Can you perform from this task?	Should graduates from high school be able to perform this task?	Should this task be part of your schooling?
Select an appropriate health insurance plan.	Yes No	Yes No	Yes No

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: Items for this instrument were developed using the Northwest Regional Education Laboratory basic adult competencies. Instruments were used by the Wyoming State Department of Education for state planning purposes.

TITLE: Survey, Secondary School Form

AUTHOR: Dr. Barbara M. Parramore
Dr. Walter L. Cox, Jr.
Dr. Joseph R. Clary
DATE: 1975

AVAILABILITY:

Publisher: Union County Board of Education, Career Based Curriculum Project, P.O. Box 499, Monroe, North Carolina 28110
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge of occupations and educational career relationships as well as their self-concepts and personal values
Descriptors: Occupational Information, Career Awareness, Educational Career Relationships, Self-Concept, Personal Values
Number of Items: 18
Type of Item: Multiple choice
Intended Population: Students
Age or Grade Level: Grades 8 and 11
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Spending time in school learning about jobs should:
a. be required of all students in grades K-12
b. be elective for students in grades K-12
c. not be a part of a secondary school program
d. be part of the post-secondary school program (after high school)
e. not be a part of a post-secondary school program

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper, pencil, and consumable instruments
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: 12th Grade (Questionnaire)

AUTHOR: Dr. Allen Lee **DATE:** Not indicated

AVAILABILITY:

Publisher: William A. Korizek, Helena School District No. 1, 1115 Robert Street, Helena, Montana 59601
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' knowledge and attitudes about careers
Descriptors: Career Choices, Career Attitudes, Occupational Information
Number of Items: 36
Type of Items: Multiple choice and limited written comments
Intended Population: Students
Age or Grade Level: 12th grade
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: During a job interview, which of the following should you ask about?

a. working hours
b. salary
c. benefits
d. job duties
e. all of the above
f. none of the above

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: A final project report, dated June 30, 1974, was prepared under the title "The Next Step--A Comprehensive Program in Occupational Preparation and Placement" by the Helena School District No. 1.

TITLE: Vocational Interest, Experience, and Skill Assessment (VIESA), Self-Scored, Career Log and Career Guidebook

AUTHOR: American College Testing Program (ACT)
DATE: 1976 Copyright

AVAILABILITY:

Publisher: Houghton Mifflin Test Department, P.O. Box 1970, Iowa City, Iowa 52240
Cost: VIESA Examination Kit: $2.85
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: A self-scored inventory of career-related interests, skills, and experiences designed to stimulate and facilitiate self-career exploration on the part of students. VIESA teaches students a comprehensive structure for organizing information about themselves and the world of work. The primary goals of VIESA are to help students expand self-awareness, develop career awareness, identify personally relevant career options, and begin to explore and evaluate their career options.
Descriptors: Self-Awareness, Career Awareness, Career Opportunities
Number of Items: Two 60-item inventories and a 16-item rating scale
Type of Item: Self-report of career-related interests and experiences
Intended Population: Students
Age or Grade Level: Grades 8-12
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Students complete and score the Uni-Sex ACT Interest Inventory, rate their career interests, skills, and current occupational choices on 25 job families spanning the world of work. In an optional component, they complete and score a 60-item inventory of work-related activities and experiences. Their results are then integrated with the other VIESA Components through the use of the data, ideas, people, and things work task dimensions. The Students' Career Log and Career Guidebook contains all the inventories, exercises, and career exploration aids.

ADMINISTRATION:

Time: Typically takes 40-45 minutes to complete 6 basic components. Subsequently, students work on their own.
Response Mode: Paper and pencil
Scoring: Self scored

TEST DATA:	
Reliability:	Internal consistency (coefficient alpha) ranged from .85 to .92 for the VIESA scales.
Validity:	Construct validity data (e.g., agreement between scale structure and theory, relationship of scales to earlier forms) are presented in the *User's Handbook*. Extensive criterion-related validity data and additional construct validity data are summarized in: Hanson, G.R., Prediger, D.J., and Schussel, R.H. *Development and Validation of Sex-balanced Interest Inventory Scales.* (ACT Research Report No. 78) Iowa City, Iowa: American College Testing Program, 1977.
COMMENTS:	VIESA was specifically designed to conform with the National Institute for Education "Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories." The Uni-Sex ACT Interest Inventory suggests the full range of career options to both males and females. National norms are available.

Abstracts for
Post High School and/or College
(or equivalent age group)

For additional abstracts also appropriate
to this level, see pages:
60,146,161,214

TITLE: Career Attitudes

AUTHOR: Celestine Schall **DATE:** Not indicated

AVAILABILITY:

Publisher: Career Services, Alverno College, 3401 South 39th Street, Milwaukee, Wisconsin 53215

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess students' feelings about the various occupational experiences which they have had

Descriptors: Occupational Information, Personal Interests

Number of Items: Varies with the individual and the scale (no more than 10 items per scale)

Type of Item: Rating scales and fill-in-the-blanks

Intended Population: Students

Age or Grade Level: Undergraduate college students

Forms: Four separate task sheets (i.e., job listing, happiness and satisfaction profile, achievement profile, and a values that motivate profile)

Domain: Affective

EXAMPLE ITEM: List 5 or more jobs you have had in your lifetime.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Draw upon all experiences: salaried jobs, homemaking jobs, volunteer work, etc.

ADMINISTRATION:

Time: No time limit

Response Mode: Paper and pencil

Scoring: Self-evaluated

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS: This instrument is part of an instructional module entitled "Career Search" (1 semester hour) developed by Celestine Schall at Alverno College.

TITLE: Career Development Inventory

AUTHOR: James E. McLean
M. Ray Loree

DATE: Not indicated

AVAILABILITY:

Publisher: University of Alabama, Institute of Higher Education Research and Services, Box 6293, University, Alabama 35486
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess student knowledge of and attitudes toward a university-based career development program
Descriptors: Career Development
Number of Items: 29
Type of Item: Multiple choice and dichotomous choice
Intended Population: University students
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: What percentage of the career information you have received has come from university sources during the 1975-76 academic year?

a. under 25%
b. 25 to 49%
c. 50 to 74%
d. 75% and over
e. I have received no career information.

ADMINISTRATION:

Time: No time limit but can be administered in 15 minutes
Response Mode: Paper and pencil
Scoring: Machine scored answer sheets

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: Instrument published in *Comprehensive Career Education in a University Evaluation.* (University, Alabama: University of Alabama, Institute of Higher Education Research and Services).

TITLE: Career Development Inventory (CDI), College Form III, Modular

AUTHOR:
Donald E. Super
Martin J. Bohn, Jr.
David J. Forrest
Jean Pierce Jordaan
Richard H. Lindeman
Albert S. Thompson

DATE: 1976
Copyright

AVAILABILITY:

Publisher: Professor Donald E. Super, Box 205, Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027
Cost: $2.50/specimen set (Manual and CDI)
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To measure the vocational maturity of college students through six scales: planning, resources, career decision making, career information, world of work information, knowledge of preferred occupations
Descriptors: Career Development, Vocational Maturity.
Number of Items: 191
Type of Item: 5-point scale, 4-point scale, multiple choice
Intended Population: College students
Age or Grade Level: Adults
Forms: 2 (I and III)
Domain: Cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example is not presented. Students are asked to respond to multiple choice questions about college, work, their future career, and some of the plans they have made in order to help them prepare for an occupation after their college experiences.

ADMINISTRATION:

Time: Takes approximately 80 minutes to complete by the average testee
Response Mode: Paper and pencil, self-administered
Scoring: Hand scored

TEST DATA:

Reliability: Will be included in Manual, when issued
Validity: Will be included in Manual, when issued

COMMENTS: The *Career Development Inventory* (CDI) is copyrighted but not yet published. Qualified persons wishing to use it experimentally will be authorized to reproduce the CDI for their own use upon agreeing (1) to make resulting data available for use by the authors, and (2) to use the published version when available rather than their own reproduction.

REFERENCE: Forrest, David J. and Thompson, A.S. *The Career Development Inventory.* Chapter 4 in Super, D.E., et al, *Measuring Vocational Maturity for Counseling and Evaluation.* Washington, D.C. American Personnel and Guidance Association, 1974.

TITLE: Career Decision

AUTHOR: Celestine Schall **DATE:** Not indicated

AVAILABILITY:

Publisher: Career Services, Alverno College, 3401 South 29th Street, Milwaukee, Wisconsin 53215
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assist students in considering what is possible with regard to their future career pathing; to assist students in broadening their horizons regarding career clusters
Descriptors: Career Decision Making, Career Exploration
Number of Items: 8
Type of Item: Self-completed checklist
Intended Population: Students
Age or Grade Level: Undergraduate college students
Forms: Consists of 2 tasks (i.e., career directions and alternatives profile, and an assessment of career clusters)
Domain: Affective (process oriented)

EXAMPLE ITEM: Look at the competencies you have. How do the competencies and skills used and developed on jobs compare with those used and developed in your college learning activities?

ADMINISTRATION:

Time: Not indicated
Response Mode: Paper and pencil
Scoring: Self-evaluated

TEST DATA:

Reliability: Not indicated
Validity : Not indicated

COMMENTS: This instrument is part of an instructional module entitled "Career Search" (1 semester hour) developed by Celestine Schall at Alverno College.

TITLE: Community College Occupational Programs Evaluation Systems (COPES) Student Perceptions of Occupational Education, Form 5

AUTHOR: COPES Service Center with the cooperation of California community college personnel

DATE: 1976 Revised

AVAILABILITY:

Publisher: COPES Service Center, 12345 El Monte Road, Los Altos Hill, California 94022

Cost: Limited supply of the materials are available at no cost for community colleges or state departments of education

ERIC: 120 383

INSTRUMENT DESCRIPTION:

Purpose/Content: To assist community colleges to conduct objective self-appraisals of their occupational education programs. This form asks students to confidentially rate the occupational programs in which they are enrolled and to indicate strengths and needed improvements of the program.

Descriptors: Curriculum Planning, Needs Assessment

Number of Items: 15

Type of item: Rating scales (13) and short answer essay (2)

Intended Population: Students

Age or Grade Level: Adults (Postsecondary)

Forms: 1

Domain: Not applicable

EXAMPLE ITEM: What are the strong points of your occupational education program?

ADMINISTRATION:

Time: Approximately 15 minutes

Response Mode: Paper, pencil, and consumable instruments

Scoring: Responses are tabulated by computer.

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS: COPE'S goal is to improve the quality and availability of occupational education in California community colleges. Its function is to help a college assess "what is" in relation to "what is desirable" in occupational education. The COPES evaluation has been developed and refined by community college instructors, counselors, administrators, students, and advisory committee members, as well as men and women from business and industry. The system includes guides, six (6) self-study instruments, and a summary profile (Form 7). The six self-study instruments are to be completed as follows:

Form 1: College president or his/her designee

Form 2: Full-time day occupational education teachers, department heads, and division chairmen

Form 3: College generalists (e.g., dean of instruction, dean of student services, chief occupational education administrator, counselors)

Form 4: Continuing education faculty in occupational field

Form 5: Occupational education students

Form 6: Occupational education advisory committees

The entire system requires approximately 3 1/2 months to complete.

TITLE: Competencies and Skills

AUTHOR: Celestine Schall **DATE:** Not indicated

AVAILABILITY:

Publisher: Career Services, Alverno College, 3401 South 39th Street, Milwaukee, Wisconsin 53215
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help students identify the competencies and skills which they have developed on the job and in their college work
Descriptors: Occupational Information, Vocational Competencies
Number of Items: 16
Type of Item: Matching and rating scale
Intended Population: Students
Age or Grade Level: Undergraduate college students
Forms: Consists of 2 profiles (i.e., competencies and skills profile, and a college learning activities and skills profile)
Domain: Cognitive/affective, process oriented

EXAMPLE ITEM: Competencies and Skills Profile

This learning activity should help you identify competencies and skills used in your job performance.

1. **List the job titles, 1, 2, 3, etc., across the top.**
2. **Think of the competencies and skills you demonstrated in each job.**
3. **List the competencies and skills under each job according to the way they were being used: Persons, Data, Things.**

	1	2	3	4	5	6	7	8
Persons	●	●	●	●	●	●	●	●
Data	●	●	●	●	●	●	●	●
Things	●	●	●	●	●	●	●	●

After completing the listing of skills for each job, draw a circle around the dot in the box that has the set of competencies and skills in which you excelled in that job. Draw a line connecting the points to profile the use of your competencies and skills.

ADMINISTRATION:

Time: Not indicated
Response Mode: Paper and pencil
Scoring: Self-evaluated

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: This instrument is part of an instructional module entitled "Career Search" (1 semester hour) developed by Celestine Schall at Alverno College.

TITLE: Follow-Up Survey of 1972 Graduates

AUTHOR: Not indicated **DATE:** 1974

AVAILABILITY

Publisher: Department of Research and Evaluation, City of Pontiac School District, 44 State Street, Pontiac, Michigan 48053
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: Follow-up survey of high school graduates designed to obtain detailed information from a population of 1972 graduates of the two Pontiac high schools which participated in cooperative education programs and a control population who did not participate in such programs. Its stated purposes were to determine what the graduates had been doing in terms of employment, determine their satisfaction with employment and high school programs, and determine the relationship between program costs and their benefits to high school students.
Descriptors: Educational Career Relationships, Job Satisfaction, Follow-Up
Number of Items: 31
Type of Item: Likert-type attitude scales, forced choice (yes-no), fill in answers (biographical/occupational information), and open ended comments
Intended Population: High school graduates
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: How satisfied are (were) you with this job?
Very satisfied 1
Satisfied 2
Neither satisfied nor dissatisfied 3
Dissatisfied 4
Very dissatisfied 5

ADMINISTRATION:

Time: No time limit, mail survey
Response Mode: Paper and pencil
Scoring: Hand scored. However, it appears to be designed for easy transfer of data to computer cards.

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Graduate Follow-Up Survey

AUTHOR: EBCE Program Staff **DATE:** 1976

AVAILABILITY:

Publisher: Experience Based Career Education Program, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103

Cost:

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess former students' perceptions of the EBCE program, their current activities, and future plans

Descriptors: Experience-Based Education, Curriculum Planning, Educational Awareness, Follow-Up

Number of Items: 10

Type of Item: Rating scales, checklists, completion

Intended Population: Program graduates

Age or Grade Level: Adult

Forms: 1

Domain: Cognitive and affective

EXAMPLE ITEM: Looking back from where you are now, what did you learn in the Career Education program that has been useful to you?

ADMINISTRATION:

Time: Not timed, approximately 20 minutes

Response Mode: Mail questionnaire, consumable instrument

Scoring: Not indicated

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS:

TITLE: 1975-76 Follow-up Survey

AUTHOR: Dr. Richard D. Ruff **DATE:** Not indicated

AVAILABILITY:

Publisher: Division of Career and Vocational Education, Arizona Department of Education, 1535 West Jefferson, Phoenix, Arizona 85007
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help assess the extent to which high school education prepared students for the world of work
Descriptors: Educational Career Relationships
Number of Items: 12
Type of Items: Likert-type attitude scale and demographic checklist items
Intended Population: High school graduates
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM:

What I learned in my vocational education classes has helped me since graduation.

Did Not Take	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

ADMINISTRATION:

Time: 15 minutes
Response Mode: Paper and pencil
Scoring: Computer scored

TEST DATA:

Reliability: Not given
Validity: Not given

COMMENTS:

TITLE: Student and Faculty Opinion Concerning Career Education

AUTHOR: Trudy W. Banta
Ralph J. Woodin

DATE: 1974

AVAILABILITY:

Publisher: The University of Tennessee, Bureau of Educational Research and Service, College of Education, Knoxville, Tennessee 37916
Cost: $1.00
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess the level of interest in and commitment to career education objectives among college students and teacher educators and to determine the extent to which they perceived that the objectives were being accomplished through present courses, special programs, and other activities
Descriptors: Educational Awareness, Educational Requirements
Number of Items: 22
Type of Item: Likert scale, written comments
Intended Population: Adults
Age or Grade Level: College students and teacher educators
Forms: Two (one for college students, one for teacher educators). The items are identical except for the frame of reference in stems.
Domain: Affective

EXAMPLE ITEM:

The faculty should prepare students to:	What Should Be Done (circle one)	What Is Being Done (circle one)	Specific Courses, Programs, Contacts
Help parents understand and encourage the career development process as it relates to their children.	1 2 3 4 5	1 2 3 4 5	________ ________ ________ ________ ________

ADMINISTRATION:

Time: Approximately 10 minutes
Response Mode: Paper, pencil, and consumable instrument
Scoring: Responses are keypunched and then electronically scored.

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Survey of the Class of 1976

AUTHOR: Not indicated

DATE: Not indicated

AVAILABILITY:

Publisher: Department of Research and Evaluation, City of Pontiac School District, 44 State Street, Pontiac, MI 48053

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To obtain information about the occupational and educational plans and the school evaluation of 1976 graduates

Descriptors: Career Choices, Career Decision Making, Career Planning, Career Preparation, Educational Career Relationships, Follow-up

Number of Items: 88

Type of Item: Fill in answers (biographical data), Likert-type attitude scales, and forced-choice answers

Intended Population: High school graduates

Age or Grade Level: Adults

Forms: 1

Domain: Affective and cognitive

EXAMPLE ITEM: How do you feel about the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Good luck is more important than hard work for success.	1	2	3	4	5

ADMINISTRATION:

Time: No limit

Response Mode: Paper and pencil. Mailed survey

Scoring: Hand scored. However, it appears to be designed for easy transfer of data to computer cards.

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS:

Abstracts for
Community Persons
(Parents, Employers, Businesspersons)

TITLE: Career Development Inventory (CDI), Adult Form II

AUTHOR: Donald E. Super
Robin Zelkowitz
Albert S. Thompson

DATE: 1975
Copyright

AVAILABILITY:

Publisher: Professor Donald E. Super, Box 205, Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027
Cost: $2.50/speciman set (Manual and CDI)
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To measure the vocational maturity of adults. The CDI lists career concerns of different stages and yields a profile descriptive of the individual's career stages (i.e., exploration, establishment, maintenance, and decline).
Descriptors: Career Development, Vocational Maturity
Number of Items: 120
Type of Item: Likert scale
Intended Population: Adults
Age or Grade Level: Not indicated
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

This is a copyrighted test; therefore, an example is not provided. Students are asked to respond to multiple choice questions about college, work, their future career, and some of the plans they have made in order to help them prepare for an occupation after their college experiences.

ADMINISTRATION:

Time: Takes no more than 30 minutes to complete by the average testee
Response Mode: Paper and pencil, self-administered
Scoring: Hand scored locally

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

The Career Development Inventory (CDI) is copyrighted but not yet published. Qualified persons wishing to use it experimentally will be authorized to reproduce the CDI for their own use upon agreeing (1) to make resulting data available for use by the authors, and (2) to use the published version when available rather than their own reproduction.

TITLE: Career Education Community Questionnaire

AUTHOR: Not indicated **DATE:** 1976

AVAILABILITY:

Publisher: Career Education Office, Colorado State Department of Education, Denver, Colorado
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide information on the status of career education in local schools and help determine further efforts in Career Education
Descriptors: Needs Assessment
Number of Items: 25
Type of Item: Checklist, 4-point rating scale
Intended Population: School board members, advisory council members, accountability committee members, parents
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Has your district identified Career Education as a primary goal?

Yes _____ No _____ Don't Know _____

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: .874 (.945 against a 50-item standard)
Validity: Not indicated

COMMENTS:

TITLE: Career Education Program Community Participant Opinion Survey

AUTHOR: RBS Career Education Project Evaluation Staff **DATE:** 1976

AVAILABILITY:

Publisher: Research for Better Schools (RBS), Inc., Suite 1700,
1700 Market Street, Philadelphia, Pennsylvania 19103
Cost: $6.50/50 tests
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess the opinions of community people concerning career education programs in which they have participated
Descriptors: Educational Awareness, Curriculum Planning, Community Attitudes
Number of Items: 16
Type of Item: Likert scale and written comments
Intended Population: Community people
Age or Grade Level: Adults
Forms: 1
Domain: Affective and cognitive

EXAMPLE ITEM: How would you rate the general quality of the Career Education Program staff?

Poor				Excellent
1	2	3	4	5

ADMINISTRATION:

Time: Untimed; approximately 10 minutes
Response Mode: Paper, pencil, and consumable instruments
Scoring: Hand scored, scoring available from RBS at $.30/instrument

TEST DATA:

Reliability: Not indicated
Validity: Content validity indicated through external reviews

COMMENTS:

TITLE: Career Education Program Parent Opinion Survey

AUTHOR: RBS Career Education Program Evaluation Staff **DATE:** 1976

AVAILABILTIY:

Publisher: Research for Better Schools (RBS), Suite 1700, 1700 Market Street, Philadelphia, Pennsylvania 19103
Cost: $6.50/50 tests
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess the opinions of parents about the career education programs in which their children participated
Descriptors: Educational Awareness, Parental Attitudes, Curriculum Planning
Number of Items: 15
Type of Item: Likert scale and written comments
Intended Population: Parents
Age or Grade Level: Adults
Forms: 1
Domain: Affective and cognitive

EXAMPLE ITEM:

	Poor				Excellent
How would you rate the overall quality of the Career Education Program activities?	1	2	3	4	5

ADMINISTRATION:

Time: Untimed; approximately 10 minutes
Response Mode: Paper, pencil, and consumable instrument
Scoring: Hand scored; scoring available from RBS at $.30/instrument

TEST DATA:

Reliability: KR-20 coefficient - .93
Validity: Content validity indicated by external reviews

COMMENTS:

TITLE: EBCE Employer Opinion Survey

AUTHOR: NWREL Career Education Program **DATE:** 1976

AVAILABILITY:

Publisher: Northwest Regional Educational Laboratory, Experience Based Career Education Program, Lindsay Building, 710 SW Second Avenue, Portland, Oregon 97204
Cost: Not presently available
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess employers' opinions about the EBCE program
Descriptors: Educational Career Relationships, Experience-Based Education, Curriculum Planning, Community Attitudes
Number of Items: 17
Type of Item: Fill-in-the-blanks, checklist, dichotomous choice, written comments, Likert scale
Intended Population: Adults
Age or Grade Level: Employers working with EBCE students
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM:

In what ways (if any) have the employees at your site benefited from participation in EBCE? Check one or more appropriate response(s).

1. ☐ They haven't benefited
2. ☐ Increased their awareness of youth
3. ☐ Motivated the regular employees to obtain further training
4. ☐ Reduced their workload
5. ☐ Increased interest in their own work
6. ☐ I don't know
7. ☐ Other (please write in) ____________________

ADMINISTRATION:

Time: Untimed; requires approximately 15 minutes
Response Mode: Paper, pencil, and consumable instrument
Scoring: Keypunchable form for direct data processing

TEST DATA:

Reliability: Not indicated
Validity: Content validity matches EBCE objectives

COMMENTS:

TITLE: Education Priority Survey

AUTHOR: Kendrick L. Spooner **DATE:** 1976

AVAILABILITY:

Publisher: Kendrick L. Spooner, Director, Program Evaluation, University of Northern Colorado, Greeley, Colorado 80639
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess the opinions of businesspersons, parents, and local education agency personnel concerning the educational priorities and skills which should be emphasized in the local schools
Descriptors: Curriculum Planning, Parental Attitudes, Community Attitudes, Educational Requirements
Number of Items: 82
Type of Item: 7-point rating scales and combination items consisting of dichotomous choice as well as 6-point check-off items
Intended Population: Businesspersons, parents, teachers, administrators
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

The student should be able to:	Is this a necessary task for adults so they can function in the local community?		Where should the skill and/or knowledge be obtained for learning this task?					
			K-8	9-12	Post-secondary	Parents	Students' Own Responsibility	Community Agencies
Complete a W-2 tax withholding form	Yes	No	X	X	X	X	X	X

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: The items for these instruments were developed from the Michigan Competencies for Career Education and the basic adult competencies as identified by the Northwest Regional Lab Units Experience-based Career Education materials. Instruments were used as part of the Wyoming State planning process for Career Education.

TITLE: Form A - State Government and Agencies

AUTHOR: Robert S. Meyer **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine the types and amounts of resources available from various state agencies, institutions, and organizations, and to assess what they need to enable them to make their maximum contribution to career education
Descriptors: Needs Assessment, Curriculum Planning, Educational Requirements
Number of Items: 50
Type of Item: Checklist, Likert-scale, open-ended comments
Intended Population: State government and agencies
Age or Grade Level: Not applicable
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

Listed below are possible ways in which state government and agencies can contribute to the provision of career education throughout Wisconsin. On the right, please circle the degree of assistance your agency, institution, or organization can provide for each contribution to career education.

	Degree of Need				
	High	**Moderate**	**Low**	**None**	**Not in a position to know**
Provision of a position statement from your agency with regard to its role in career education.	**5**	**4**	**3**	**2**	**1**

ADMINISTRATION:

Time: No time limit indicated. (It takes approximately 10-15 minutes to administer.)
Response Mode: Paper and pencil
Scoring: Hand scored or programmed by computer

TEST DATA:

Reliability:	Not indicated
Validity:	Not indicated

COMMENTS:

TITLE: Form D - Occupational Groups (Other Than Educators)

AUTHOR: Robert S. Meyer **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine the types and amounts of resources available from various state agencies, institutions and organizations, and to assess what they need to enable them to make their maximum contribution to career education
Descriptors: Needs Assessment, Curriculum Planning, Educational Requirements
Number of Items: 47
Type of Item: Checklist, Likert-scale, open-ended comments
Intended Population: Occupational groups (other than educators)
Age or Grade Level: Not applicable
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: What financial support can your group provide or suggest?

ADMINISTRATION:

Time: No time limit indicated. (It takes approximately 10-15 minutes.)
Response Mode: Paper and pencil
Scoring: Hand scored or programmed by computer

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: Form E is addressed to a miscellaneous collection of community service organizations. It is identical to Form D except for the checklist of responding organizations (item 1).

TITLE: An Instrument to Assess Parental (Mother's and Father's) Attitudes Toward an Understanding of Career Education

AUTHOR: Dr. Gary E. Jarmer **DATE:** 1976 Copyright

AVAILABILITY:

Publisher: Consultant Services, 485 West Sixth, Colby, Kansas 67701
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess parental attitudes and understanding of career education
Descriptors: Parental Attitudes
Number of Items: 96
Type of Item: Likert-type scale
Intended Population: Parents of elementary-age students
Age or Grade Level: Adults
Forms: 2—Father's Opinion and Mother's Opinion
Domain: Affective and cognitive

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Parents are presented with identical surveys with answers ranging from strongly agree to strongly disagree. Parents are asked to respond to questions about the school their children attend and about changes that might occur in their school.

ADMINISTRATION:

Time: No time limit indicated. Questionnaire to be completed at home by parents
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Coefficient alpha .80 for Part I (attitudes) and .67 for Part II (understanding)
Validity: A panel of experts judged the instruments to have content validity.

COMMENTS: Each instrument, Father's Opinion and Mother's Opinion, is divided into Part I (36 items) and Part II (12 items). Information concerning scoring procedures and appropriate conditions for instrument use accompany them.

TITLE: Opinionnaire for Identifying Perceptions of Career Education

AUTHOR: Dr. Allen Lee **DATE:** 1971

AVAILABILITY:

Publisher: William A. Korizek, Helena School District No. 1, 1115 Roberts Street, Helena, Montana 59601
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To identify what the community and various segments of the school staff thought they wanted in career education, and also to ascertain what these populations currently perceived to be happening in the Helena schools. These perceptions also served to help identify inservice needs for staff and areas where communications needed to be improved with the community. The instrument was used as a pretest early in the project's first year and then again near the end of the third year.
Descriptors: Educational Awareness, Curriculum Planning, Educational Requirements, Parental Attitudes, Community Attitudes.
Number of Items: 33
Type of Items: Likert-type rating scale and open-ended comments
Intended Population: Community people (e.g., parents, businesspersons, etc.) and local educators
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM:

	Column No. 1 (desirable)	Column No. 2 (exists)	Symbol
The school's goals should encompass career education . . .	________	________	SA – Strongly agree A – Agree U – Undecided (or Don't Know) D – Disagree SD – Strongly disagree

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: A final project report, dated June 30, 1974, under the title "The Next Step--A Comprehensive Program in Occupational Preparation and Placement" was prepared by the Helena School District No. 1.

TITLE: Parent Opinion Survey

AUTHOR: EBCE Program Staff **DATE:** 1976

AVAILABILITY:

Publisher: Experience Based Career Education Program, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103

Cost:
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess parent perceptions of the EBCE program
Descriptors: Curriculum Planning, Experience-Based Education, Educational Awareness, Parental Attitudes
Number of Items: 45 scales grouped into 9 items
Type of Item: Rating scales
Intended Population: Parents
Age or Grade Level: Adult
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Was the EBCE staff effective in helping your son or daughter plan a learning program suited to his/her needs?

Definitely No   Definitely Yes

1 2 3 4 5

ADMINISTRATION:

Time: Not timed
Response Mode: Mail questionnaire, consumable instrument
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE:	Parent Opinion Survey
AUTHOR:	NWREL Career Education Program **DATE:** 1976

AVAILABILITY:

Publisher:	Northwest Regional Educational Laboratory, Experience Based Career Education Program, Lindsay Building, 710 SW Second Avenue, Portland, Oregon 97204
Cost:	Not presently available
ERIC:	

INSTRUMENT DESCRIPTION

Purpose/Content:	To assess parents' opinions about the EBCE program
Descriptors:	Educational Awareness, Curriculum Planning, Parental Attitudes, Experience-Based Education
Number of Items:	18
Type of Item:	Likert scale, checklist, written comments
Intended Population:	Adults
Age or Grade Level:	Parents
Forms:	1
Domain:	Affective and cognitive

EXAMPLE ITEM:

In comparison with past experiences in regular classes how motivated is your daughter or son to learn in the EBCE program? (Circle one)

Much less				Much more
1	2	3	4	5

ADMINISTRATION:

Time:	Untimed; requires approximately 15 minutes
Response Mode:	Paper, pencil, and consumable instrument
Scoring:	Keypunchable form for direct data processing

TEST DATA:

Reliability:	Not indicated
Validity:	Content validity based on EBCE objectives

COMMENTS:

TITLE: Perceptions of Career Education

AUTHOR: Dr. Allen Lee **DATE:** Not indicated

AVAILABILITY:

Publisher: William A. Korizek, Helena School District No. 1, 1115 Robert Street, Helena, Montana 59601
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assist in determining the attitudes toward career education held by various groups within the community and schools
Descriptors: Educational Awareness
Number of Items: 30
Type of Item: Combination of check-off item with open-ended comments
Intended Population: Teachers, administrators, students, representatives of business and the professions
Age or Grade Level: Adults and high school (grades 10-12) students
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Is it possible to identify potential droputs before they physically leave school?

Check one: Yes ____ No ____ Don't know ____

Comment:

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: A final project report, dated June 30, 1974, was prepared by Helena School District No. 1 under the title "The Next Step--A Comprehensive Program in Occupational Preparation and Placement."

TITLE: Resources Opinion Survey

AUTHOR: EBCE Program Staff **DATE:** 1976

AVAILABILITY:

Publisher: Experience Based Career Education Program, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103
Cost: Not yet determined
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess perceptions of resource persons and summarize their activities with students at resource sites

Descriptors: Educational Awareness, Curriculum Planning, Experience-Based Education

Number of Items: 12
Type of Item: Rating scales, checklists, completion
Intended Population: Resource persons, resource organizations
Age or Grade Level: Adult
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: Has participation in EBCE activities taken more or less time than you originally expected?

(Circle one number)

Definitely Less			Definitely More
1	2	3	4

ADMINISTRATION:

Time: Not timed, approximately 20 minutes
Response Mode: Mail questionnaire, consumable instrument
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Statewide Survey of Needs for Career Education (Form PI-Q-69)

AUTHOR: Arlys E. Gessner **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education
Descriptors: Needs Assessment, Educational Requirements
Number of Items: 21
Type of Item: 5-point scale, checklist, open-ended comments
Intended Population: Retired persons in the general public
Age or Grade Level: Adults of retirement age
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

	Degree of Need				
	Great deal more	More	Same amount	Less	Don't know
Information about continuing education programs that are available to retired persons.	5	4	3	2	1

ADMINISTRATION:

Time: No time limits indicated. (It takes approximately 10-15 minutes to administer.)
Response Mode: Paper and pencil
Scoring: Hand scored or programmed by computer

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Statewide Survey of Needs for Career Education (PI-Q-70)

AUTHOR: Arlys E. Gessner **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education
Descriptors: Needs Assessment, Educational Requirements
Number of Items: 28
Type of Item: 5-point scale, open-ended scale
Intended Population: Parents or guardians
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

My child needs: (My children need:)	Degree Needed				
	Great deal more	More	Same amount	Less	Don't know
Help in formulating a flexible career plan	5	4	3	2	1

ADMINISTRATION:

Time: No time limit indicated. (It takes approximately 10-15 minutes to administer.)
Response Mode: Paper and pencil
Scoring: Hand scored or programmed by computer

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Statewide Survey of Needs for Career Education (Form PI-Q-71)

AUTHOR: Arlys E. Gessner **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702

Cost:

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education

Descriptors: Needs Assessment, Educational Requirements

Number of Items: 23

Type of Item: 5-point scale, open-ended comments, checklist

Intended Population: General population

Age or Grade Level: Adults

Forms: 1

Domain: Cognitive

EXAMPLE ITEM:

	Degree Needed				
I need:	Great deal more	More	Same amount	Less	Don't know
Information on how to change my career or occupation	5	4	3	2	1

ADMINISTRATION:

Time: No time limits indicated. (It takes approximately 10-15 minutes to administer.)

Response Mode: Paper and pencil

Scoring: Hand scored or programmed by computer

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS:

TITLE: Student Placement and Counseling Effort (Employers' Questionnaire)

AUTHOR: Not indicated **DATE:** Not indicated

AVAILABILITY:

Publisher: Minnesota Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To obtain employers' opinions of placement and counseling services conducted by secondary schools, evaluation of the quality of student referrals, and conclusions regarding the placement program
Descriptors: Placement, Follow-up
Number of Items: 18
Type of Item: Likert scale, 3-point scale, and written comments
Intended Population: Employers
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM:

	Very Important		Somewhat Important		Not at all Important
High schools should assist students in exploring careers.	1	2	3	4	5

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil, mail questionnaire, or structured interview
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Student Placement and Counseling Effort (Parents' Questionnaire)

AUTHOR: Not indicated **DATE:** Not indicated

AVAILABILITY:

Publisher: Minnesota Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess parent opinions of a secondary-school counseling and placement program
Descriptors: Placement, Follow-up, Parental Attitudes
Number of Items: 25
Type of Item: Rank ordering, 3-point scale (i.e., yes, no, unsure), and written comments
Intended Population: Parents of high school seniors
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM: Should this high school provide a wide range of career related services?

Yes ___ No ___ Unsure ___

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil, mail questionnaire
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity:

COMMENTS:

TITLE: Survey of Employers, School District of Pontiac

AUTHOR: Not indicated **DATE:** 1975

AVAILABILITY:

Publisher: Department of Research and Evaluation, City of Pontiac School District, 44 State Street, Pontiac, Michigan 48053
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: Designed in conjunction with the survey of 1972 graduates to obtain views of Pontiac area employers about the work preparation of Pontiac high schools and about the role of the schools in preparing youth for employment
Descriptors: Educational Career Relationships
Number of Items: 17
Type of Item: Attitude scales, completion items, and space for open-ended comments
Intended Population: Employers
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM:

	I'd agree with that	I'd disagree with that	I'm not sure
High school teachers aren't really able to teach people how to do most jobs.	1	2	3

ADMINISTRATION:

Time: No time limit, mail survey
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

Abstracts for

Educators

For additional abstracts also appropriate
to this level, see pages:
221,227,231,293,295,296,298,
309,310,315,316,318,320

TITLE: Attitudes Toward Inservice Inventory

AUTHOR: John Davies
Richard Holloway

DATE: 1975

AVAILABILITY:

Publisher: Oregon Department of Education, Career Education, 942 Lancaster Drive, NE, Salem, Oregon 97321
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine teacher attitudes toward inservice education to be used in the planning and coordinating of inservice programs
Descriptors: Inservice Education Needs Assessment
Number of Items: 34
Type of Item: Likert scale
Intended Population: Teachers
Age or Grade Level: Adults
Forms: 1 - Package consists of eight related forms
Domain: Not appropriate

EXAMPLE ITEM:

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
The primary purpose of inservice education is to upgrade the teacher's classroom performance.					

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: This package of materials incorporates a four-step method to make career education inservice programs more responsive to the interests and needs of teachers and other education personnel. Step 1 consists of assessing teachers' attitudes and changes in attitudes toward inservice. Step 2 is a survey of general inservice needs related to career education. Step 3 encompasses

assessing the strengths and weaknesses of participants, objectives/competencies to emphasize, and the instructional method to utilize for the inservice. Step 4 involves the design and implementation of a planned inservice program based on data gathered in the previous steps. These materials are mentioned in the *Oregon ASCD Curriculum Bulletin* under the title "Aids to Integrating Career Education Into the Educational Program," (Vol. XXX, No. 330), January 1976.

TITLE: Career Education Assessment

AUTHOR: David J. Alvord **DATE:** 1975

AVAILABILITY:

Publisher: State of Iowa, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50314
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine the extent of implementation of career education in local education agencies
Descriptors: Implementation
Number of Items: 16
Type of Item: Checklist
Intended Population: School administrators
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM: Career Education classroom activities are being planned by:

a. Elementary teachers
b. Secondary teachers
c. Guidance and counseling personnel

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper, pencil, and consumable instrument
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Career Education Assessment Guide

AUTHOR: Career and Vocational Education Section

DATE: 1974

AVAILABILITY:

Publisher: Career and Vocational Education Section, Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310
Cost: Not indicated
ERIC: Ed 120 475

INSTRUMENT DESCRIPTION:

Purpose/Content: Self-assessment of career education programs by schools and/or districts. The assessment guide is used by various schools and/or districts for self-assessment of their career education programs. Assessment conclusions are based on an uncontrolled environment usually by inexperienced personnel. The guide is developed into 4 parts: (1) administration, (2) personnel, (3) school and community relations, and (4) curriculum. Each part has a set of criteria statements followed by numerical rating scale and a space for comments. The numeric value assigned to each part is then transferred to profile sheets located at the end of the guide.

Descriptors: Needs Assessment
Number of Items: 184
Type of Item: Criteria statements
Intended Population: Career Education Programs in Oregon Schools
Age or Grade Level: Programs for grades 1-12
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: For section on Personnel Development

	Assessment			
Released time is provided to the staff for planning and upgrading career education programs.	3	2	1	0

Key
3 = No additional support needed
2 = Some additional support needed
1 = Large amount of additional support needed
0 = Need is critical for additional support

ADMINISTRATION:

Time: Time commitment will vary. Minimum time will be at least 8 hours for each evaluation team.

Response Mode: Numerical rating and written comments regarding criteria statements

Scoring: Assessments will be made by an in-district team and a separate out-of-district team. Purpose of the outside district team is to confirm observations of the inside team thereby, helping to provide an impartial review.

TEST DATA:

Reliability: Not indicated.

Validity: Not indicated.

COMMENTS:

TITLE: The Career Education Assessment Guide

AUTHOR: Alan Shultz **DATE:** Not Indicated

AVAILABILITY:

Publisher: Oregon State Department of Education, Career Education Section, 942 Lancaster Drive, NE, Salem, Oregon 97310
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assist in local assessment of career education programs
Descriptors: Needs Assessment, Curriculum Planning, Educator Attitudes
Number of Items: 194
Type of Item: Criteria statements with 4-point rating scales and space for written comments. Major subsections of the guide consist of administration, personnel, school and community relations, and curriculum. A profile sheet was also provided to give a local education agency a general overview of its career education program.
Intended Population: Local education agency personnel
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

Assessment Criteria	*Assessment*	*Comment*
The community is encouraged to utilize the educational facilities.	3 2 1 0	

ADMINISTRATION:

Time: Not applicable
Response Mode: Paper and pencil, self-administered
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Career Education in Colorado, 1976

AUTHOR: Not indicated **DATE:** 1976

AVAILABILITY:

Publisher: Career Education Office, Colorado State Department of Education, Denver, Colorado
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide information on the status of career education in local schools and help determine further efforts in career education
Descriptors: Needs Assessment
Number of Items: 12
Type of Item: Dichotomous choice, checklist, short answer, essay completions
Intended Population: Local school administrators
Age or Grade Level: Adult
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Has your school board received an orientation to Career Education?

Yes ____ No ____

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE:	Career Education Local Needs Assessment
AUTHOR:	Jack Tilton **DATE:** 1976
AVAILABILITY:	
Publisher:	Marion County Intermediate Education District, 3180 Center Street, NE, Salem, Oregon 97310
Cost:	Not indicated
ERIC:	
INSTRUMENT DESCRIPTION:	
Purpose/Content:	To assist local education agency personnel in assessing their needs with regard to various facets of career education programs
Descriptors:	Needs Assessment, Career Awareness, Career Exploration, Career Preparation
Number of Items:	17
Type of Item:	Checklist
Intended Population:	Teachers, counselors, and school administrators
Age or Grade Level:	Adults
Forms:	3 (Awareness K-6, Exploration 7-10, and Preparation 11-12)
Domain:	Cognitive

EXAMPLE ITEM:

	Regional Workshops	Suggested Interview Topic	Need Planning Time	Need Consultant Help	No Interest at This Time	Other (Specify)
Revised Long Range Plans						

ADMINISTRATION:	
Time:	No time limit indicated
Response Mode:	Paper and pencil, self-administered
Scoring:	Hand scored
TEST DATA:	
Reliability:	Not indicated
Validity:	Not indicated
COMMENTS:	

TITLE: Career Education Professional Staff Questionnaire

AUTHOR: Not indicated **DATE:** 1976

AVAILABILITY:

Publisher: Career Education Office, Colorado State Department of Education, Denver, Colorado
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide information on the status of career education in local schools and help determine further efforts in career education
Descriptors: Needs Assessment
Number of Items: 23
Type of Item: Checklist, 4-point rating scale
Intended Population: Teachers and local school administrators
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

Please indicate the degree of participation or opportunity the average student in grades 6, 9, and 11 has as follows:

1 = a great deal
2 = some
3 = hardly any or none
D.K. = Don't know

Item	G. 6	G. 9	G. 11
Field trips to learn about careers			

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: .905 (.971 if extended to 50 items)
Validity: Not indicated

COMMENTS:

TITLE: Career Information Survey

AUTHOR: Randolph J. Nelson **DATE:** 1972

AVAILABILITY:

Publisher: College of Education, Career Education Resource Center, University of Bridgeport, Bridgeport, Connecticut 06602
Cost: No charge
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To compile data related to the degree of development of career information systems in schools
Descriptors: Curriculum Planning
Number of Items: 15
Type of Item: Check list
Intended Population: School administrators
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Are audio and visual materials used in presenting career information? Please check the appropriate.

____ Audio ____ Visual

____ Both ____ Neither

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Community College Occupational Programs Evaluation System (COPES) College Self-Appraisal of Occupational Education Programs and Services, Form 1

AUTHOR: COPES Service Center with the cooperation of California community college personnel

DATE: 1976 Revised

AVAILABILITY:

Publisher: COPES Service Center, 12345 El Monte Road, Los Altos Hills, California 94022

Cost: Limited supply of the materials are available at no cost for community colleges or state departments of education.

ERIC: ED 120 383

INSTRUMENT DESCRIPTION:

Purpose/Content: To assist community colleges to conduct objective self-appraisals of their occupational education programs. This form consists of two parts: Part A which asks for basic factual information concerning goals and objectives, processes, and resources; and Part B which asks for self-ratings on these aspects of the college's system.

Descriptors: Curriculum Planning

Number of Items: 69

Type of Item: Short-answer essays (22) and rating scales (47)

Intended Population: Community college presidents, typically with assistance of a self-study coordinator

Age or Grade Level: Adults

Forms: 1

Domain: Not appropriate

EXAMPLE ITEM: Regarding your district plan for vocational education, briefly describe:

a. how your plan is developed for submittal to the state each year

ADMINISTRATION:

Time: Approximately 7 hours--6 hours for coordinator and 1 hour for review by college president

Response Mode: Paper, pencil, and consumable instruments

Scoring: Responses are tabulated by computer

TEST DATA:

Reliability: Inter-team reliability ranging from .44 to .76 was established for the entire system in 1973-74 and is reported in *Report: Reliability Study* (ED 120 383).

Validity: System validity was established through user feedback.

COMMENTS: COPES' goal is to improve the quality and availability of occupational education in California community colleges. Its function is to help a college assess *what is* in relation to *what is desirable* in occupational education. The COPES evaluation has been developed and refined by community college instructors, counselors, administrators, students, and advisory committee members, as well as men and women from business and industry. The system includes guides, six self-study instruments, and a summary profile (Form 7). The six self-study instruments are to be completed as follows:

Form 1: College president or his/her designee

Form 2: Full-time day occupational education teachers, department heads, and division chairperson

Form 3: College generalists (e.g., dean of instruction, dean of student services, chief occupational education administrator, counselors)

Form 4: Continuing education faculty in occupational field

Form 5: Occupational education students

Form 6: Occupational education advisory committees

The entire system requires approximately 3 1/2 months to complete.

TITLE: Community College Occupational Programs Evaluation Systems (COPES) Community Perceptions of Occupational Education, Form 6

AUTHOR: COPES Service Center with the cooperation of California community college personnel

DATE: 1976 Revised

AVAILABILITY:

Publisher: COPES Service Center, 12345 El Monte Road, Los Altos Hills, California 94022

Cost: Limited supply of the materials is available at no cost for community colleges or state departments of education.

ERIC: ED 120 383

INSTRUMENT DESCRIPTION:

Purpose/Content: To assist community colleges to conduct objective self-appraisals of their occupational education programs. This form asks advisory committee members to confidentially rate the college's occupational education program and indicate personal observation related to the program.

Descriptors: Curriculum Planning
Number of Items: 19
Type of Item: Rating scale (14) and short-answer essay (5)
Intended Population: Advisory committee members
Age or Grade Levels: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM: During the past year, in what ways has your advisory committee influenced the quality and availability of occupational education at the college level?

ADMINISTRATION:

Time: Approximately 20 minutes
Response Mode: Paper, pencil, and consumable instruments
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

COPES' goal is to improve the quality and availability of occupational education in California community colleges. Its function is to help a college assess *what is* in relation to *what is desirable* in occupational education. The COPES evaluation has been developed and refined by community college instructors, counselors, administrators, students, and advisory committee members, as well as men and women from business and industry. The system includes guides, six self-study instruments, and a summary profile (Form 7). The six self-study instruments are to be completed as follows:

Form 1: College president or his/her designee

Form 2: Full-time day occupational education teachers, department heads, and division chairperson

Form 3: College generalists (e.g., dean of instruction, dean of student services, chief occupational education administrator, counselors)

Form 4: Continuing education faculty in occupational field

Form 5: Occupational education students

Form 6: Occupational education advisory committees

The entire system requires approximately 3 1/2 months to complete

TITLE: Community College Occupational Programs Evaluation Systems (COPES) Part-Time Faculty Perceptions of Occupational Education, Form 4

AUTHOR: COPES Service Center with the cooperation of California community college personnel

DATE: 1976 Revised

AVAILABILITY:

Publisher: COPES Service Center, 12345 El Monte Road, Los Altos Hills, California 94022

Cost: Limited supply of the materials are available at no cost for community colleges or state departments of education

ERIC: ED 120 383

INSTRUMENT DESCRIPTION:

Purpose/Content: To assist community colleges to conduct objective self-appraisals of their occupational education programs. This form asks part-time faculty to confidentially rate the overall occupational education program that they are associated with and to indicate chief strengths and needed improvement.

Descriptors: Curriculum Planning, Needs Assessment

Number of Items: 16

Type of Item: Rating scales (14) and short answer essay (2)

Intended Population: Part-time faculty

Age or Grade Level: Adults

Forms: 1

Domain: Cognitive

EXAMPLE ITEM: How would you rate the following:

Adequacy of instructional facilities and equipment in your program area? (check one)

____ 1 Poor
____ 2 Below Expectations
____ 3 Acceptable
____ 4 Good
____ 5 Excellent
____ Don't know

ADMINISTRATION:

Time: Approximately 20 minutes

Response Mode: Paper, pencil, and consumable instruments

Scoring: Responses are tabulated by computer.

TEST DATA:

Reliability: Inter-team reliability ranging from .44 to .76 was established for the entire system in 1973-74 and is reported in *Report: Reliability Study* (ED 120 383).

Validity: System validity was established through user feedback.

COMMENTS: COPES' goal is to improve the quality and availability of occupational education in California community colleges. Its function is to help a college assess *what is* in relation to *what is desirable* in occupational education. The COPES evaluation has been developed and refined by community college instructors, counselors, administrators, students, and advisory committee members, as well as men and women from business and industry. The system includes guides, six self-study instruments, and a summary profile(Form 7). The six self-study instruments are to be completed as follows:

Form 1: College president or his/her designee

Form 2: Full-time day occupational education teachers, department heads.and division chairperson

Form 3: College generalists (e.g., dean of instruction, dean of student services, chief occupational education administrator, counselors)

Form 4: Continuing education faculty in occupational field

Form 5: Occupational education students

Form 6: Occupational education advisory committees

The entire system requires approximately 3 1/2 months to complete.

TITLE: Community College Occupational Programs Evaluation Systems (COPES) Perceptions of Occupational Education Programs, Form 2

AUTHOR: COPES Service Center with the cooperation of California community college personnel

DATE: 1976 Revised

AVAILABILITY:

Publisher: COPES Service Center, 12345 El Monte Road, Los Altos Hills, California 94022

Cost: Limited supply of the materials is available at no cost for community colleges or state departments of education

ERIC: ED 120 383

INSTRUMENT DESCRIPTION:

Purpose/Content: To assist community colleges to conduct objective self-appraisals of their occupational-education programs. This form asks respondents to confidentially rate various aspects of the occupational program areas they are associated with and to indicate chief strengths and needed improvements.

Descriptors: Curriculum Planning

Number of Items: 39

Type of Item: Rating scales (37), short answer essay (2)

Intended Population: Full-time occupational education teachers, department heads, and division chairpersons.

Age or Grade Level: Adults

Forms: 1

Domain: Not appropriate

EXAMPLE ITEM:

GOALS AND OBJECTIVES:

1. **Use of college's occupational education goals.**

   Excellent — General occupational education goals, clearly stated in writing (such as in the district plan for vocational education), are consistently used as a basis for planning specific objectives for your program(s).

   Poor — General goals are rarely considered in planning objectives for your program(s).

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know

ADMINISTRATION:

Time: Approximately 45 minutes
Response Mode: Paper and pencil
Scoring: Responses are tabulated by computer.

TEST DATA:

Reliability: Inter-team reliability ranging from .44 to .76 was established for the entire system in 1973-74 and is reported in *Report: Reliability Study* (ED 120 383).

Validity: System validity was established through user feedback.

COMMENTS:

COPES' goal is to improve the quality and availability of occupational education in California community colleges. Its function is to help a college assess *what is* in relation to *what is desirable* in occupational education. The COPES evaluation has been developed and refined by community college instructors, counselors, administrators, students, and advisory committee members, as well as men and women from business and industry. The system includes guides, six self-study instruments, and a summary profile (Form 7). The six self-study instruments are to be completed as follows:

Form 1: College president or his/her designee

Form 2: Full-time day occupational education teachers, department heads, and division chairperson

Form 3: College generalists (e.g., dean of instruction, dean of of student services, chief occupational education administrator, counselors)

Form 4: Continuing education faculty in occupational field

Form 5: Occupational education students

Form 6: Occupational education advisory committees

The entire system requires approximately 3 1/2 months to complete.

TITLE: Community College Occupational Programs Evaluation Systems (COPES) Perceptions of Occupational Education, Form 3

AUTHOR: COPES Service center with the cooperation of California community college placement

DATE: 1976 Revised

AVAILABILITY:

Publisher: COPES Service Center, 12345 El Monte Road, Los Altos Hills, California 94022

Cost: Limited supply of the materials are available at no cost for community colleges or state departments of education

ERIC: ED 120 383

INSTRUMENT DESCRIPTION:

Purpose/Content: To assist community colleges to conduct objective self-appraisals of their occupational education programs. This form asks respondents to confidentially rate the overall occupational education program in their college and to indicate chief strengths and needed improvements.

Descriptors: Curriculum Planning

Number of Items: 39

Type of Item: Rating scales (37) and short-answer essay (2)

Intended Population: Deans of instruction, deans of student services, chief occupational education administrators, and counselors

Age or Grade Level: Adults

Forms: 1

Domain: Cognitive

EXAMPLE ITEM: What are the chief occupational education strengths of your college?

ADMINISTRATION:

Time: Approximately 7 hours--6 hours for coordinator and 1 hour for review by college president

Response Mode: Paper, pencil, and consumable instruments

Scoring: Responses are tabulated by computer.

TEST DATA:

Reliability: Inter-team reliability ranging from .44 to .76 was established for the entire system in 1973-74 and is reported in *Report: Reliability Study* (ED 120 383).

Validity: System validity was established through user feedback.

COMMENTS:

COPES' goal is to improve the quality and availability of occupational education in California community colleges. Its function is to help a college assess *what is* in relation to *what is desirable* in occupational education. The COPES evaluation has been developed and refined by community college instructors, counselors, administrators, students, and advisory committee members, as well as men and women from business and industry. The system includes guides, six self-study instruments, and a summary profile(Form 7). The six self-study instruments are to be completed as follows:

Form 1: College president or his/her designee

Form 2: Full-time day occupational education teachers, department heads,and division chairperson

Form 3: College generalists (e.g., dean of instruction, dean of of student services, chief occupational education administrator, counselors)

Form 4: Continuing education faculty in occupational field

Form 5: Occupational education students

Form 6: Occupational

The entire system requires approximately 3 1/2 months to complete.

TITLE: Community College Occupational Programs Evaluation Systems (COPES) Summary Profile by Site Visit Team Program Area (or Cluster), Form 7

AUTHOR: COPES Service Center with the cooperation of California community college personnel

DATE: 1976 Revised

AVAILABILITY:

Publisher: COPES Service Center, 12345 El Monte Road, Los Altos Hills, California 94022

Cost: Limited supply of the materials is available at no cost for community colleges or state departments of education.

ERIC: ED 120 383

INSTRUMENT DESCRIPTION:

Purpose/Content: To assist community colleges to conduct objective self-appraisals of their occupational education programs. This form provides a means whereby a site visit team can provide a summary profile rating of a college's occupational education system or the portion thereof which is under study.

Descriptors: Curriculum Planning, Educational Requirements

Number of Items: 37

Type of Item: Rating scale

Intended Population: Site visit teams

Age or grade Level: Adults

Forms: 1

Domain: Not appropriate

EXAMPLE ITEM:

17. Emphasis on counseling and guidance to evening and weekend students

Excellent — The college provides an adequate number of personnel to assure that evening and weekend students in this program area have ready access to career and program counseling and guidance. Counseling staff have current knowledge relating to the programs and use a variety of resources (such as teachers, printed materials, audiovisuals) to meet individual student interests.

Poor — Evening and weekend counseling staff are insufficient in number, and most have little proficiency in counseling related to this program area.

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
17						

ADMINISTRATION:

Time: Approximately 3 days are required for the site visit. The form is completed during the last day the team synthesize their information and reach concensus on their perceptions which are then recorded on Form 7

Response Mode: Paper, pencil, and consumable instruments

Scoring: Responses are tabulated by computer

TEST DATA:

Reliability: Inter-team reliability ranging from .44 to .76 was established for the entire system in 1973-74 and is reported in *Report: Reliability Study* (ED 120 383).

Validity: System validity was established through user feedback.

COMMENTS:

COPES' goal is to improve the quality and availability of occupational education in California community colleges. Its function is to help a college assess *what is* in relation to *what is desirable* in occupational education. The COPES evaluation has been developed and refined by community college instructors, counselors, administrators, students, and advisory committee members, as well as men and women from business and industry. The system includes guides, six self-study instruments, and a summary profile (Form 7). The six self-study instruments are to be completed as follows:

Form 1: College president or his/her designee

Form 2: Full-time day occupational education teachers, department heads and division chairperson

Form 3: College generalists (e.g., dean of instruction, dean of of student services, chief occupational education administrator, counselors)

Form 4: Continuing education faculty in occupational field

Form 5: Occupational education students

Form 6: Occupational education advisory committees

The entire system requires approximately 3 1/2 months to complete.

TITLE: Counselor Survey, Form 8

AUTHOR: Not indicated **DATE:** 1976

AVAILABILITY:

Publisher: Center for Vocational, Technical, and Adult Education,
226 Applied Arts Building, University of Wisconsin,
Stout, Menomonie, Wisconsin 54571

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine the types of activities counselors have used in providing career education experiences for students and assisting teachers and their attitudes toward career education

Descriptors: Curriculum Planning, Educational Requirements

Number of Items: 49

Type of Item: Frequency scales and Likert-type attitude scales;also includes demographic information

Intended Population: Guidance counselors

Age or Grade Level: Adults

Forms: 1

Domain: Cognitive and affective

EXAMPLE ITEM:

	Frequency (No. of times)					
Activities	0	1-2	3-4	5-7	8-10	11 or more
Have disseminated literature related to career education to teachers within my school.	1	2	3	4	5	6

ADMINISTRATION:

Time: No time limit indicated

Response Mode: Paper and pencil, mail questionnaire

Scoring:

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS:

TITLE: Criteria for Evaluating Career Development Materials

AUTHOR: Not indicated **DATE:** 1975

AVAILABILITY:

Publisher: Madison Metropolitan School District, 545 West Dayton Street, Madison, Wisconsin 53703
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assist staff members in evaluating career development materials. The categories of evaluation criteria include: (1) technical considerations, (2) scope, (3) validity of materials in terms of need, (4) methodology, (5) authenticity, (6) viewpoint, and (7) special considerations. These criteria are relevant to the concerns of all local education agency personnel involved with career development instructional programs.
Descriptors: Career Development, Educational Requirements
Number of Items: 49
Type of Item: Instructional materials evaluation
Intended Population: Educators
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM:

1.0 Technical considerations

1.1 Is the material presented in a suitable package (i.e., durable and easy to store and access)?

1.2 If the materials are in a kit or program format, can individual parts or sections be used seperately and/or replaced seperately?

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored/evaluated

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: This is a criteria list only. The instrument was not provided.

TITLE:	Evaluation Form for Career Education Programs	
AUTHOR:	Randolph J. Nelson	**DATE:** 1973

AVAILABILITY:

Publisher:	College of Education, Career Education Resource Center, University of Bridgeport, Bridgeport, Connecticut 06602
Cost:	No charge
ERIC:	

INSTRUMENT DESCRIPTION:

Purpose/Content:	To aid in the review and evaluation of school career education programs by summarizing data gathered in interviews with career education program directors
Descriptors:	Curriculum Planning
Number of Items:	25
Type of Item:	Rating scales, open-ended comments, and blanks to be filled in
Intended Population:	Local career education directors
Age or Grade Level:	Adults
Forms:	1
Domain:	Cognitive

EXAMPLE ITEM:

Evaluation Criteria	*Not Used*	*Used*	*Used effectively*
Questionnaires			
Pre and Post Testing			

ADMINISTRATION:

Time:	No time limit indicated
Response Mode:	Paper and pencil
Scoring:	Hand scored

TEST DATA:

Reliability:	Not indicated. Sample (10%) of schools involved were visited for verification through observation, and interviews with teachers and students. Instrument data were verified as correct to a very high degree; however, no statistical application was applied.
Validity:	Not indicated

COMMENTS:

TITLE: Evaluation Form for Career Education Reporting System

AUTHOR: Not indicated **DATE:** 1975

AVAILABILITY:

Publisher: Division of Program Planning and Needs Assessment, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701

Cost: This document can be purchased from ERIC EDRS, Leasco Information Products, 4827 Rugby Avenue, Bethesda, Maryland 20014 for $0.83 michrofiche or $1.67 hard copy, plus postage

ERIC: ED 117 345

INSTRUMENT DESCRIPTION:

Purpose/Content: To evaluate and obtain information about the Texas Career Education Measurement System

Descriptors: Implementation

Number of Items: 9

Type of Item: Dichotomous choice, checklist, written comments

Intended Population: School personnel

Age or Grade Level: Adults

Forms: 1

Domain: Not appropriate

EXAMPLE ITEM: When would you need a report of the test results in order to be useful in the classroom?

____ beginning of the school year
____ middle of the school year
____ end of the school year

ADMINISTRATION:

Time: No time limit, mail questionnaire

Response Mode: Paper and pencil

Scoring: Hand scored

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS: Instrument published by ERIC EDRS in *Career Education Measurement Reporting System Evaluation*

TITLE: Faculty Reflections on Student Career Development

AUTHOR: James E. McLean
M. Ray Loree

DATE: Not indicated

AVAILABILITY:

Publisher: University of Alabama, Institute of Higher Education Research and Services, Box 6293, University, Alabama 35486
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess faculty attitudes about a university-based career development program for students
Descriptors: Career Development
Number of Items: 40
Type of Item: Likert scale
Intended Population: University faculty
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: If all students want is a career, they should go to a technical school.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Machine scoreable answer sheets

TEST DATA:

Reliability: Not indicated
Validity: Content validity checked

COMMENTS: Instrument published in *Comprehensive Career Education in a University Evaluation* (University, Alabama: University of Alabama, Institute of Higher Education Research and Services)

TITLE: Form C - State Educational Associations

AUTHOR: Robert S. Meyer **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor,
Department of Public Instruction, 126 Langdon Street,
Madison, Wisconsin 53702

Cost: Not Indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine the types and amounts of resources available from various state agencies, institutions, and organizations, and to assess what they need to enable them to make their maximum contribution to career education

Descriptors: Needs Assessment, Curriculum Planning, Educational Requirements

Number of Items: 45

Type of Item: Likert scale, open-ended comments, checklist

Intended Population: State educational associations

Age or Grade Level: Not applicable

Forms: 1

Domain: Cognitive

EXAMPLE ITEM: Listed below are possible needs that your association might have in order to contribute to career education. At the right, please circle the degree of need that you think your institution has regarding each statement. This list is by no means complete. Please indicate additional needs that your specific association has in order to make its maximum contribution to career education.

	Degree of Need				
	High	Moderate	Low	None	Not in a position to know
Some kind of vehicle to foster understanding of career education concepts.	5	4	3	2	1

ADMINISTRATION:

Time: No time limit indicated. (It takes approximately 10-15 minutes to administer.)
Reponse Mode: Paper and pencil
Scoring: Hand scored or programmed by computer

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE:	Implementation Site Essential Characteristics Checklist
AUTHOR:	NWREL Career Education Program
DATE:	1976

AVAILABILITY:

Publisher:	Northwest Regional Education Laboratory, Experience-Based Career Education Program, Lindsay Building, 710 SW Second Avenue, Portland, Oregon 97204
Cost:	Not presently available
ERIC:	ED 117 455

INSTRUMENT DESCRIPTION:

Purpose/Content:	To identify the basic philosophical and policy characteristics of an EBCE site
Descriptors:	Educational Requirements, Experience-Based Education, Curriculum Planning
Number of Items:	24
Type of Item:	5-point Likert scale with 2 anchor points
Intended Population:	Adults
Age or Grade Level:	Project directors
Forms:	1
Domain:	Cognitive

EXAMPLE ITEM:

For each area, rate the site on a five/point scale with the anchor points on the scale as indicated below:

A. Community input into program planning and operation
- (1) No mechanism currently exists.
- ☐
- (5) A systematic mechanism exists for procuring and utilizing community input.

ADMINISTRATION:

Time:	Untimed; requires approximately 15 minutes
Response Mode:	Paper, pencil, and consumable instrument
Scoring:	Hand scored

TEST DATA:

Reliability:	Interjudge reliability of approximately .90
Validity:	Construct validity based on EBCE operations handbooks

COMMENTS:

TITLE: Instrument for the Evaluation of Instructional Materials for Social Bias

AUTHOR: Not indicated

DATE: Copyright 1974
Revised 1975, 1976

AVAILABILITY:

Publisher: Human Relations Department, Madison Metropolitan School District, 545 West Dayton Street, Madison, Wisconsin 53703
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help analyze and evaluate instructional materials in terms of social bias, particularly in the form of ethnocentric and sexist stereotyping. This instrument evaluates materials on the basis of two criteria: (1) inclusion of non-Euroamericans and females and (2) balance of stereotypical and non-stereotypical images of Euroamericans and non-Euroamericans and of males and females.
Descriptors: Stereotyping, Equal Opportunities
Number of Items: Not applicable
Type of Item: Written comments, checklist, evaluation scoring procedures
Intended Population: K-12 educators
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. Instruments provide for tabulation frequency of both positive and negative images relating to sex and race.

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored/evaluated

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: This material is a revised excerpt from Chapter Three of *Breaking Through Barriers in Words and Pictures: A Handbook for Teachers on Biases in Instructional Materials*, copyrighted by the Madison Public Schools, 545 West Street, Madison, Wisconsin 53703; 1974, revised 1975

TITLE: Interaction Experience with Business People

AUTHOR: Wisconsin K-12 Career Education Consortium **DATE:** 1976

AVAILABILITY:

Publisher: Wisconsin K-12 Career Education Consortium, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost: None
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide feedback to the business community on the value of their input in special inservice sessions designed to increase teachers' knowledge of the role of business in society and related implications for education
Descriptors: Educational Awareness
Number of Items: 10
Type of Item: Seven-point scale (9 items), plus information on teacher's school level (1 item)
Intended Population: Teachers and counselors
Age or Grade Level: Adults
Forms: 1
Domain: Affective and cognitive

EXAMPLE ITEM: How would you rate your understanding of the American free enterprise system?

Low High
1 2 3 4 5 6 7

ADMINISTRATION:

Time: Requires 5-8 minutes to complete
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Materials Evaluation Form, Madison Public Schools

AUTHOR: Not indicated **DATE:** 1975

AVAILABILITY:

Publisher: Madison Metropolitan School District, 545 West Dayton Street, Madison, Wisconsin 53703
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assist in evaluating the general characteristics of published materials. Specific evaluation criteria includes: (1) scope, (2) authenticity, (3) viewpoints, (4) special features, (5) technical aspects, and (6) appropriations.
Descriptors: Instructional Materials Evaluation
Number of Items: 6
Type of Item: Likert scale and written comments
Intended Population: Educators
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM:

Criteria/Key Words	*Strong - Weak* (5 4 3 2 1)	Explanation/Comments: Strengths, Weaknesses, Supplementary Uses
SCOPE *rationale; content balance; concepts; logic; consistency concepts load*		

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored/evaluated

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: The Nature, Status, and Scope of Career Education Programs

AUTHOR: Not indicated **DATE:** Not indicated

AVAILABILITY:

Publisher: Michigan Department of Education, Office of the Superintendent, Career Education, Box 30008, Lansing, Michigan 48909
Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide an overall picture of career education in the public schools of a state. The instrument contains separate sections concerning school district policy and procedure, administrative provision for career education, staff development and training, program implementation and needs, and demographic data.
Descriptors: Curriculum Planning
Number of Items: 18
Type of Item: Checklist, 3-point rating scale, dichotomous choice, Likert scale, 4-point scale, open-ended comments
Intended Population: Local education agency personnel
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM:

PLEASE CHECK ALL THAT APPLY

39 An informal needs assessment was made.
40 There were insufficient funds.
41 The need is well documented.

(Go on to Question 4.)

ADMINISTRATION:

Time: Approximately 30 minutes. No time limit
Response Mode: Paper and pencil, mail questionnaire
Scoring: Not indicated

TEST DATA:

Reliability:	Not indicated
Validity:	Not indicated

COMMENTS:

TITLE: The New Hampshire High School Career Education Model Program Assessment System and Conceptual Framework for High Schools in New Hampshire

AUTHOR: Orrin Laferte (Director)
Kathryn R. Diggs (Consultant)
Richard P. Patrel (Consultant)

DATE: 1976

AVAILABILITY:

Publisher: Josephine B. Hayslip, Career and Vocational Guidance, New Hampshire Department of Education, Concord, New Hampshire 03301 OR Richard A. Gustafson, Assistant Dean of the College, Keene State College, Keene, New Hampshire 03431

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide a way for local education agencies to assess what aspects of career education are already developed, or need development, and which of these have the highest priority in a local school. Results of assessment will allow a local school to set goals for development of those aspects of career education which the assessors feel are most important and can be developed with available resources.

Descriptors: Needs Assessment, Curriculum Planning

Number of Items: 6 Assessment Forms (60 items/10 each), Community Partnership Checklist (18 items), and a Summary Profile form (10 items)

Type of Item: Program assessment

Intended Population: High school educators

Age or Grade Level: Adults

Forms: Six assessment forms (1 for each career education goal), goal prioritizing forms, a community partnership checklist,and a summary profile form to graphically display the school system's career education development level in a one-page format. The system also includes a conceptual framework for high schools involving 13 comprehensive goals with a list of general conditions that should be met if each goal is to be achieved.

Domain: Cognitive and affective

EXAMPLE ITEM: Students exiting the school are equipped with decision-making skills.

	Yes	Needs Work	No	N/A
1. This is a formally approved goal of the school.	___	___	___	___

ADMINISTRATION:

Time: No more than three 1-2 hour meetings
Response Mode: Paper and pencil (written assessments)
Scoring: Not applicable

TEST DATA:

Reliability: Not applicable
Validity: Not applicable

COMMENTS: Project was a cooperative effort of:

Keene State College, New Hampshire Department of Education, ConVal Regional High School, Kearsarge Regional High School, Merrimack Valley Regional High School, Plymouth Area High School

TITLE: NWREL EBCE Process Checklist

AUTHOR: NWREL Career Education Program **DATE:** 1976

AVAILABILITY:

Publisher: Northwest Regional Educational Laboratory, Experience Based Career Education Program, Lindsay Building, 710 SW Second Avenue, Portland, Oregon 97204

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To identify areas in which pilot sites and market demand sites are consistent with or different from the NWREL EBCE model. It is designed to identify deviation in procedures used in operating an EBCE program and consists of four sections: (1) EBCE objectives, (2) management and organization processes, (3) curriculum and instruction process, and (4) student process.

Descriptors: Experience-Based Education, Curriculum Planning, Educational Requirements

Number of Items: 105

Type of Item: 3-point rating scale, checklist, 4-point rating scale, written comments, dichotomous choice

Intended Population: Adults

Age or Grade Level: Project directors

Forms: 1

Domain: Cognitive

EXAMPLE ITEM: Who selects the exploration sites for individual students? (check those which are applicable)

1. the EBCE staff ( )
2. the student ( )
3. staff and student jointly ( )
4. other (please specify) ( ) ____________________

ADMINISTRATION:

Time: Untimed; requires approximately 20 minutes

Response Mode: Paper and pencil

Scoring: Hand scored

TEST DATA:

Reliability: Not indicated

Validity: Content validated (based on EBCE operational handbook)

COMMENTS:

TITLE:	Reaction Sheet	
AUTHOR:	Randolph J. Nelson	**DATE:** 1973

AVAILABILITY:

Publisher:	College of Education, Career Education Resource Center, University of Bridgeport, Bridgeport, Connecticut 06602
Cost:	No charge
ERIC:	

INSTRUMENT DESCRIPTION:

Purpose/Content:	To gather reactions from users of audio-visual materials (e.g., films, filmstrips, etc.) related to career education
Descriptors:	Curriculum Planning, Educator Attitudes
Number of Items:	13
Type of Item:	Dichotomous choice (yes/no), check-off, and identification data
Intended Population:	Teachers and guidance counselors
Age or Grade Level:	Adults
Forms:	1
Domain:	Evaluation of audio-visual materials

EXAMPLE ITEM: I feel this material develops positive attitudes toward work.

____ Yes ____ No

ADMINISTRATION:

Time:	No time limit indicated
Response Mode:	Paper and pencil
Scoring:	Hand scored

TEST DATA:

Reliability:	Not indicated
Validity:	Not indicated

COMMENTS:

TITLE: Staff Development Needs Assessment Instrument for use by MSDE (Maryland State Department of Education), Career Education Personnel and Program Associates

AUTHOR: Committee **DATE:** In Revision May 1977

AVAILABILITY:

Publisher: Office of Developmental Projects, Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help state education agencies determine what levels of knowledge and skill are needed by their own personnel working in career education. Data collected by this instrument will provide guidance to staff development programs for state personnel.
Descriptors: Needs Assessment, Curriculum Planning, Educational Requirements
Number of Items: 14
Type of Item: Likert scale and open-ended comments
Intended Population: State education agency personnel
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

What should be the level of state staff knowledge about each of the following?

1. *Theories and Concepts of Career Education*	Low 1		Mod 3		High 5
a. Theories of career development	:	:	:	:	:
b. Theories of human development (e.g., Havighurst's Developmental Tasks)	:	:	:	:	:

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability:	Not indicated
Validity:	Not indicated

COMMENTS:

TITLE:	Statewide Survey of Resources for Career Education Cooperative Educational Service Agencies (Form PI-Q-66)	
AUTHOR:	Arlys E. Gessner	**DATE:** 1976

AVAILABILITY:

Publisher:	State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost:	Not indicated
ERIC:	

INSTRUMENT DESCRIPTION:

Purpose/Content:	To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education
Descriptors:	Needs Assessment, Curriculum Planning, Educational Requirements
Number of Items:	5
Type of Item:	Open-ended comments
Intended Population:	Educational administrators
Age or Grade Level:	Adults
Forms:	1
Domain:	Cognitive

EXAMPLE ITEM:	Please list recent relevant studies and surveys about career education that have been done in your CESA (Cooperative Educational Service Agency).

ADMINISTRATION:

Time:	No time limits indicated
Response Mode:	Paper and pencil
Scoring:	Hand scored

TEST DATA:

Reliability:	Not indicated
Validity:	Not indicated

COMMENTS:

TITLE: Statewide Survey of Resources for Career Education. Local Education Agencies (Form PI-Q-65)

AUTHOR: Arlys E. Gessner **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost: Not included
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education
Descriptors: Needs Assessment, Curriculum Planning, Educational Requirements
Number of Items: 5
Type of Item: Open-ended comments
Intended Population: Local education agency administrators
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

1. Please give the titles and a brief description of useful career education instruction materials and successful transportable career education.

ADMINISTRATION:

Time: No time limits indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Statewide Survey of Resources for Career Education University of Wisconsin System and the Wisconsin Association of Independent Colleges and Universities (Form PI-Q-67)

AUTHOR: Arlys E. Gessner **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education
Descriptors: Needs Assessment, Curriculum Planning, Educational Requirements
Number of Items: 19
Type of Item: Open-ended comments and 5-point rating scale
Intended Population: Deans of education in colleges and universities
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Please identify the funding sources that your institution utilizes for career education materials, consultants, inservice training, etc.

ADMINISTRATION:

Time: No time limits indicated
Response Mode: Paper and pencil
Scoring: Hand scored or programmed by computer

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Statewide Survey of Resources for Career Education: Vocational, Technical and Adult Education (VTAE) System (Form PI- Q-68)

AUTHOR: Arlys E. Gessner **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education
Descriptors: Needs Assessment, Curriculum Planning, Educational Requirements
Number of Items: 5
Type of Item: Open-ended comments
Intended Population: VTAE directors, branch campus administrators, directors of university vocational studies centers
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Please identify qualified personnel in your institution who are interested and available to provide consultant services for career education.

ADMINISTRATION:

Time: No time limits indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: A Survey of Career Education Programs in Minnesota at the District Level

AUTHOR: Not indicated **DATE:** Not indicated

AVAILABILITY:

Publisher: Minnesota Department of Education, Capitol Square Building, Room 730, St. Paul, Minnesota 55101
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To collect information on local school districts' career education programs. This includes: (1) general background information on the respondent and their districts; (2) career education funding objectives, facilitation, evaluation, public relations, and training resources and needs; (3) career education content area emphasis; and (4) identification of contact persons at each school within the district. The broad purpose of this instrument was to help to discover the attitudes, practices, and training needs of educators involved in career education in the State of Minnesota.

Descriptors: Educator Attitudes, Needs Assessment
Number of Items: 43
Type of Item: Check off, open-ended comments, 3-point rating scales, and Likert scales
Intended Population: School administrators
Age or Grade Level: Adult
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: In what ways have local business and industry been involved in the career education programs?

(1) Resource speakers
(2) Advisory board
(3) Field trips
(4) Work experience
(5) On-site exploration
(6) Other: ____________________

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Hoyt's formula indicated an r of .9106 or better for all forms of the district level questionnaire.

Validity: Not indicated

COMMENTS: See Phyllis Elaine Mattson Paul, "Attitudes, Practices, and Training Needs of Minnesota Educators in Career Education Programs Kindergarten through Twelfth Grades." Ph.D. Dissertation. University of Minnesota, 1975.

TITLE: Wisconsin Department of Public Instruction, Survey of Career Education Needs (Form PI-Q-60)

AUTHOR: Arlys Gessner **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education

Descriptors: Needs Assessment, Curriculum Planning, Educational Requirements

Number of Items: 15

Type of Item: 4-point rating scale and open-ended comments

Intended Population: Adults

Age or Grade Level: Pre-K personnel

Forms: 1

Domain: Cognitive

EXAMPLE ITEM:

	Degree Needed			
	Great deal more	More	Same amount	Less
To know about themselves and the world of work, the *children need* opportunities:				
1. to feel good about themselves	4	3	2	1

ADMINISTRATION:

Time: No time limits indicated. (It takes approximately 10-15 minutes to administer.)

Response Mode: Paper and pencil

Scoring: Hand scored or may be programmed by computer

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS:

Abstracts for Teachers

For additional abstracts also appropriate
to this level, see pages:
221,227,231,248,249,255,257,264,
266,267,271,273,280,289

TITLE: Cadre Training

AUTHOR: John Davies
Richard Holloway

DATE: 1975

AVAILABILITY:

Publisher: Oregon Department of Education, Career Education, 942 Lancaster Drive, NE, Salem, Oregon 97321
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess the strengths and weaknesses of participants, objectives/competencies to emphasize, and the instructional method to utilize for active inservice
Descriptors: Inservice Education, Needs Assessment
Number of Items: 16
Type of Item: 3-point scale with written comments
Intended Population: Teachers
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive

EXAMPLE ITEM: Each participant will be able to say, write,and describe:

				Emphasize	Learning Process
Confident 3	2	Rickety 1	The concepts of career awareness		
				(Should this competency be emphasized)	(What method would you use to learn this competency)

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

This package of materials incorporates a four-step method that can be utilized to make inservice programs more responsive to the interests and needs of teachers and other education personnel. Step 1 consists of assessing teachers' attitudes and changes in attitudes toward inservice. Step 2 is a survey of general inservice needs in a specific area such as career education. Step 3 encompasses assessing the strengths and weaknesses of participants, objectives, competencies to emphasize, and the instructional method to utilize for the inservice. Step 4 involves the design and implementation of a planned inservice program based on data gathered in the previous steps. These materials are mentioned in the *Oregon ASCD Curriculum Bulletin* under the title "Aids to Integrating Career Education into the Educational Program" (Vol. XXX, No. 330), January 1976.

TITLE: Career Concept Assessment

AUTHOR: Not indicated **DATE:** Not indicated

AVAILABILITY:

Publisher: R.C.U. for Vocational-Technical Education, Mississippi State University, College of Education, P.O. Drawer D, Mississippi State, Mississippi 39762
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine the attitudes of classroom teachers concerning career education
Descriptors: Curriculum Planning, Educator Attitudes
Number of Items: 45
Type of Item: Likert scale
Intended Population: Teachers
Age or Grade Level: Adults
Form: 1
Domain: Affective

EXAMPLE ITEM: If the school curriculum were career oriented, it would be relevant to more students.

SA A U D SD

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Split half reliability (internal consistency) .91
Validity: Not indicated

COMMENTS: Administered to approximately 1000 classroom teachers in Mississippi during the school years of 1972-73 through 1974-75

TITLE: Career Education Inservice Needs Assessment Instrument

AUTHOR: Walt Lorence **DATE:** 1975

AVAILABILITY:

Publisher: Oregon Department of Education, Career Education, 942 Lancaster Drive, NE, Salem, Oregon 97321
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine the inservice training needs in career education. To identify the number of teachers interested in meeting these needs by taking additional course work.
Descriptors: Inservice Education, Needs Assessment
Number of Items: 12
Type of Item: Rank ordering
Intended Population: Teachers
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM:

Indicate potential number of participants — Rank 1-10

____________________ ____ A. Career Awareness

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: This package of materials incorporates a four-step method to make career education inservice programs more responsive to the interests and needs of teachers and other education personnel. Step 1 consists of assessing teachers' attitudes and changes in attitudes toward inservice. Step 2 is a survey of general inservice needs related to career education. Step 3 encompasses assessing the strengths and weaknesses of participants, objectives/competencies to emphasize, and the instructional method to utilize for the inservice. Step 4 involves the design and implementation of a planned inservice program based on data gathered in the previous steps. These materials are mentioned in the *Oregon ASCD Curriculum Bulletin* under the title "Aids to Integrating Career Education into the Educational Program" (Vol. XXX, No. 330), January 1976.

TITLE: Career Education Personnel Development Survey (For Vocational Teachers)

AUTHOR: John Davies
Richard Holloway
DATE: 1975

AVAILABILITY:

Publisher: Oregon Department of Education, Career Education, 942 Lancaster Drive, NE, Salem, Oregon 97321
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess the level of desire and need for professional development among vocational education teachers
Descriptors: Inservice Education, Needs Assessment
Number of Items: 20
Type of Item: Likert scale
Intended Population: Teachers
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM:

Personnel Development Needs	Very Important				Not Important
Improving my skills as a vocational teacher in					
— Implementing career exploratory activities	5	4	3	2	1

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: This package of materials incorporates a four-step method to make career education inservice programs more responsive to the interests and needs of teachers and other education personnel. Step 1 consists of assessing teachers' attitudes and changes in attitudes toward inservice. Step 2 is a survey of general inservice needs related to career education. Step 3 encompasses

assessing the strengths and weaknesses of participants, objectives/ competencies to emphasize, and the instructional method to utilize for the inservice. Step 4 involves the design and implementation of a planned inservice program based on data gathered in the previous steps. These materials are mentioned in the *Oregon ASCD Curriculum Bulletin* under the title "Aids to Integrating Career Education into the Educational Program" (Vol. XXX, No. 330), January 1976.

TITLE: EBCE Staff Questionnaire

AUTHOR: NWREL Career Education Program **DATE:** 1976

AVAILABILITY:

Publisher: Northwest Regional Educational Laboratory, Experience Based Career Education Program, Lindsay Building, 710 SW Second Avenue, Portland, Oregon 97204
Cost: Not presently available
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess the opinions of the EBCE's staff about the program
Descriptors: Educational Awareness, Curriculum Planning, Educator Attitudes
Number of Items: 33
Type of Item: Likert scales, written comments
Intended Population: Adults
Age or Grade Level: Teachers
Forms: 1
Domain: Cognitive and affective

EXAMPLE ITEM: How helpful do you feel EBCE experiences this year have been in helping students solve problems logically? (Circle one)

Very helpful Of little or no help

5 4 3 2 1

ADMINISTRATION:

Time: Untimed; requires approximately 15 minutes
Response Mode: Paper, pencil, and consumable instrument
Scoring: Keypunchable form for direct data processing

TEST DATA:

Reliability: Not indicated
Validity: Content validity matches EBCE objectives

COMMENTS:

TITLE: End of Year Staff Questionnaire

AUTHOR: EBCE Program Staff **DATE:** 1976

AVAILABILITY:

Publisher: Experience Based Career Education Program, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103

Cost: Not yet determined

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess program perceptions of EBCE teaching staff at school sites concerning the program's effectiveness

Descriptors: Educational Awareness, Curriculum Planning, Needs Assessment, Experience-Based Education

Number of Items: 8 (2 of these items consist of sets of scales)

Type of Item: Rating scales, completion

Intended Population: Teachers

Age or Grade Level: Adult

Forms: 1

Domain: Cognitive

EXAMPLE ITEM:

To what extent are you satisfied with your program's operation to date in:
(Circle one number on each line)

	Not at All Satisfied		Somewhat Satisfied		Completely Satisfied
Preparing Students for Activities with Responses	1	2	3	4	5

ADMINISTRATION:

Time: Not timed, approximately 20 minutes

Response Mode: Paper, pencil, and consumable instrument

Scoring: Hand scored

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS:

TITLE: Faculty Evaluation of Career Education--Seaford School District

AUTHOR: Darrell Weslander
Irvin Wheatley

DATE: 1975-1976

AVAILABILITY:

Publisher: Irvin R. Wheatley, Career Education Coordinator, Seaford School District, Seaford, Delaware 19973
Cost: $1.00
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess teachers' attitudes about career education programs in their schools
Descriptors: Educator Attitudes, Educational Awareness
Number of Items: 10
Type of Items: Multiple choice and open-ended comments
Intended Population: Teachers
Age or Grade Level: Adults
Forms: 1
Domain: Affective

EXAMPLE ITEM: The total curriculum must be restructured so that appropriate career education concepts become an integral part of each subject area.

a. Strongly Disagree
b. Disagree
c. Undecided
d. Agree
e. Strongly Agree

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Rating Scales

AUTHOR: Not indicated **DATE:** 1972-75

AVAILABILITY:

Publisher: Lin Brown, Elementary Counselor, Sand Springs Public Schools, P.O. Box 970, Sand Springs, Oklahoma 74063

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess student growth and development in the following areas: (a) positive self-regard, self-acceptance, (b) sense of well-being, (c) self-control, coping skills, (d) self-confidence, (e) self-sufficiency and independence, (f) flexibility, openness and willingness to risk, (g) acceptance by others, (h) friendliness, acceptance of others, (i) concern, consideration, respect for others, (j) interpersonal efffectiveness, and (k) social confidence

Descriptors: Personal Abilities, Self-identity, Self-concept, Self-social Fulfillment, Human Relations, Interpersonal Relationships, Social Fulfillment

Number of Items: 11

Type of Item: Ranking scales

Intended Population: Students

Age or Grade Level: Adults

Forms: 1

Domain: Affective

EXAMPLE ITEM:

B. Sense of Well-Being

Seems to have a sense of security and well-being. Enjoys life Genuinely happy and cheerful, positive and optimistic. Easy-going, relaxed, natural and spontaneous. Does not worry or become despondent or depressed. Is not at all tense or nervous. Has a healthy sense of humor.	15 14 13 12
	11
Seems neither to be very happy, cheerful, positive, and optimistic nor unhappy, depressed, or negative and pessimistic. Has about as many good days as bad days. In general is neither easy-going and relaxed or tense and nervous. Is somewhat concerned about personal problems, but not to the point of interfering with his school work and other activitiels.	10 9 8 7 6
	5
Unhappy or sad most of the time. Rarely smiles. Worries a lot. Becomes despondent or depressed. Is easily discouraged. Anxious, nervous, and tense. Negative and pessimistic. Laughs very little or inappropriately. May become hysterical. Easily frightened. Thinks about self and problems most of the time. Unable to become seriously involved in other problems, tasks, or projects.	4 3 2 1

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: Copies of the final report for the Sand Springs Career Education Pilot Project are available from Dr. Don Frazier, Director, Research and Coordinating Center, State Department of Vocational-Technical Education, 1616 West 6th Street, Stillwater, Oklahoma 74074.

TITLE: Self-Evaluation of Career Education Instruction Teacher's Form

AUTHOR: Not indicated **DATE:** 1973 Copyright

AVAILABILITY:

Publisher: Minnesota Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455
Cost: $1.00
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess the processes used by teachers to implement career education in local school districts. Information is collected regarding "how" career education was taught, "what" was taught,and the amount of time it took to complete the form.
Descriptors: Implementation, Curriculum Planning
Number of Items: 8
Type of Item: 12 monthly forms allowing the teacher to describe instructional activities on an activity basis
Intended Population: Teachers
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM: This is a copyrighted test; therefore, an example item is not presented. The item related to career education objectives and content includes information related to: (1) Student, (2) Work Roles and Workers, (3) Career Planning Process, (4) Occupational Areas, and (5) Occupational Levels.

ADMINISTRATION:

Time: No time limit indicated, however; experience indicates that it takes approximately 5 minutes to complete,
Response Mode: Circles are darkened using pencils and specialized answer sheet.
Scoring: Electronically scored using optical scanning.

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Statewide Survey of Needs for Career Education (Form PI-Q-72)

AUTHOR: Arlys E. Gessner **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702

Cost: Not indicated

ERIC: Not indicated

INSTRUMENT DESCRIPTION:

Purpose/Content: To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education

Descriptors: Needs Assessment, Educational Requirements

Number of Items: 45

Type of Item: 5-point scale, checklist, open-ended comments

Intended Population: Teachers

Age or Grade Level: Adults

Forms: 1

Domain: Cognitive

EXAMPLE ITEM:

	DEGREE NEEDED				
Our students need help from school and community to:	Great deal more	More	Same amount	Less	Don't know
1. Become aware of current and future trends in the job market.	5	4	3	2	1

ADMINISTRATION:

Time: No time limits indicated. (It takes about 15-20 minutes to administer.)

Response Mode: Paper and pencil

Scoring: Hand scored or programmed by computer

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS: Forms PI-Q-73 (counselors) and PI-Q-74 (administrators) are identical with PI-Q-72 (teachers) except for one statement,which addressed different categories of local education agency personnel.

TITLE: Statewide Survey of Needs for Career Education (Form PI-Q-75)

AUTHOR: Arlys E. Gessner **DATE:** 1976

AVAILABILITY:

Publisher: State of Wisconsin, Career Education Supervisor, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To help identify the career education needs of the pre-kindergarten through retirement population in order to provide data to be used in conjunction with the development of a state plan for career education
Descriptors: Needs Assessment, Educational Requirements
Number of Items: 42
Type of Item: 4-point scale, open-ended comments
Intended Population: Special education teachers
Age or Grade Level: Adults
Forms: 1
Domain: Cognitive

EXAMPLE ITEM:

	DEGREE NEEDED			
In order to help provide the career education to my students, as a teacher, I need:	Great deal more	More	Same amount	Less
Community support for career education efforts	4	3	2	1

ADMINISTRATION:

Time: No time limits indicated. (It takes approximately 15-20 minutes to administer.)
Response Mode: Paper and pencil
Scoring: Hand scored or programmed by computer

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: Student Placement and Counseling Effort (Faculty Questionnaire)

AUTHOR: Not indicated **DATE:** Not indicated

AVAILABILITY:

Publisher: Minnesota Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess educators' views of counseling and placement services
Descriptors: Placement, Follow-Up
Number of Items: 26
Type of Item: 3-point scale, background information, and written comments
Intended Population: Educators
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM:

	Yes	No	Unsure
Should high schools provide comprehensive career related services including placement assistance?	___	___	___

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

TITLE: A Survey of Career Education Content in Minnesota at the Classroom Building Level

AUTHOR: Not indicated **DATE:** Not indicated

AVAILABILITY:

Publisher: Minnesota Department of Education, Capitol Square Building, Room 730, St. Paul, Minnesota 55101

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To discover the attitudes, practices, and training needs of educators involved in career education. It includes sections concerned with: (1) general background information about respondents; (2) the importance of various career education student outcomes; and (3) assessments of the various levels of emphasis given to different career education student outcomes as well as the degree to which respondents feel that they need further training to accomplish those student outcomes successfully.

Descriptors: Educational Requirements, Curriculum Planning, Needs Assessment, Educator Attitudes

Number of Items: 41

Type of Item: Checklists, fill-in-the-blank, and Likert-type rating scales

Intended Population: Teachers

Age or Grade Level: Adults

Forms: 3 (Forms A, B, and C)

Domain: Cognitive

EXAMPLE ITEM:

Importance I Attach to This Area

Career Education Student Outcomes	Absolutely Top Importance 1	Great Importance 2	Medium Importance 3	Little Importance 4	No Importance 5
The student will understand that different occupations have different social and economic benefits..					

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: See Phyllis Elaine Mattson Paul, "Attitudes, Practices and Training Needs of Minnesota Educators in Career Education Programs Kindergarten Through Twelfth Grades," Ph.D. Dissertation, University of Minnesota, 1975.

TITLE: Survey Instrument for Career Guidance Workshop

AUTHOR: John Davies
Richard Holloway
DATE: 1975

AVAILABILITY:

Publisher: Oregon Department of Education, Career Education, 942 Lancaster Drive, NE, Salem, Oregon 97321
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To provide for individual group needs of workshop participants. Information from survey is to be used in the designing of the workshop.
Descriptors: Needs Assessment, Curriculum Planning, Inservice Education
Number of Items: 8
Type of Item: Rank ordering, linear rating scale, and written comments
Intended Population: Teachers
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM:

Ranking	Competencies	Self-Perception Competent So-so Helpful	Demonstrate	Resources
	Provide the learners with occupation information			

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: This package of materials incorporates a four-step method to make career education inservice programs more responsive to the interests and needs of teachers and other education personnel. Step 1 consists of assessing teachers' attitudes and changes in attitudes toward inservice. Step 2 is a survey of general inservice needs related to career education. Step 3 encompasses assessing the strengths and weaknesses of participants, objectives/competencies to emphasize, and the instructional method to utilize for the inservice. Step 4 involves the design and implementation of a planned inservice program based on data gathered in the previous steps. These materials are mentioned in the *Oregon ASCD Curriculum Bulletin* under the title "Aids to Integrating Career Education into the Educational Program" (Vol. XXX, No. 330), January 1976.

TITLE: Teacher Survey: High School, Form 7

AUTHOR: Not indicated **DATE:** 1976

AVAILABILITY:

Publisher: Center for Vocational, Technical, and Adult Education, 226 Applied Arts Building, University of Wisconsin, Stout, Menomonie, Wisconsin 54751
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine teachers' attitudes toward career education
Descriptors: Educational Requirements, Curriculum Planning, Inservice Education, Educator Attitudes,
Number of Items: 25
Type of Item: Likert-type scale
Intended Population: High school teachers
Age or Grade Level: Adults
Forms: 1
Domain: Affective

EXAMPLE ITEM:

	Response				
	SD	D	U	A	SA
A career education course should be required for certification in my field.					

ADMINISTRATION:

Time: No time limit indicated
Response Mode: Paper and pencil, mail questionnaire
Scoring: Uses a weighted score program which places a value of 1 through 5 points on each response, with 5 being assigned for the most positive response

TEST DATA:

Reliability: Hoyt's analysis of variance reliability coefficients are usually above .80.
Validity: Not indicated

COMMENTS:

TITLE: Teacher Survey: Middle and High School, Form 6

AUTHOR: Not indicated **DATE:** 1976

AVAILABILITY:

Publisher: Center for Vocational, Technical,and Adult Education, University of Wisconsin, Stout, Menomonie, Wisconsin 54751

Cost: Not indicated

ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To determine the types of career education activities teachers have used during the past year and the extent to which this has changed

Descriptors: Educational Requirements, Curriculum Planning, Educator Attitudes

Number of Items: 32

Type of Items: Demographic data and rating scales

Intended Population: Middle and high school teachers

Age or grade level: Adults

Forms: 1

Domain: Cognitive

EXAMPLE ITEM:

	Column A Extent of Present Use					Column B Change in Use from 74-75		
	Never	3 times		5 or more		Decreased	Some	Increased
Activity/Method for Presenting Career Education Information	1	2	3	4	5	1	2	3
Displays on Career Education	1	2	3	4	5	1	2	3

ADMINISTRATION:

Time: No time limit indicated

Response Mode: Paper and pencil, mail questionnaire

Scoring: Hand scored

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS:

TITLE: Teacher's Self-Assessment Inventory, Career Education Competencies K-6

AUTHOR: John Davies
Richard Holloway

DATE: 1975

AVAILABILTIY:

Publisher: Oregon Department of Education, Career Education, 942 Lancaster Drive, NE, Salem, Oregon 97321

Cost: Not indicated

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess the competency level of teachers in career education based on the needs of their students as rated by the teachers themselves

Descriptors: Inservice Education, Needs Assessment

Number of Items: 19

Type of Item: Likert scale

Intended Population: Teachers

Age or Grade Level: Adults

Forms: 1

Domain: Not appropriate

EXAMPLE ITEM:

I can demonstrate my competency by: 1 2 3 4 5

1. Utilizing

   a. vocational literature and data (rate your level of competency)

1 – no competency
3 – adequate competency
5 – superior competency

ADMINISTRATION:

Time: No time limit

Response Mode: Paper and pencil

Scoring: Hand scored

TEST DATA:

Reliability: Not indicated

Validity: Not indicated

COMMENTS: This package of materials incorporates a four-step method to make career education inservice programs more responsive to the interests and needs of teachers and other education personnel. Step 1 consists of assessing teachers' attitudes and changes in attitudes toward inservice. Step 2 is a survey of general inservice needs related to career education. Step 3 encompasses assessing the strengths and weaknesses of participants, objectives/competencies to emphasize, and the instructional method to utilize for the inservice. Step 4 involves the design and implementation of a planned inservice program based on data gathered in the previous steps. These materials are mentioned in the *Oregon ASCD Curriculum Bulletin* under the title "Aids to Integrating Career Education into the Educational Program" (Vol. XXX, No. 330), January 1976.

TITLE: Teacher's Self-Assessment Inventory Career Education Competencies K-12

AUTHOR: John Davies
Richard Holloway

DATE: 1975

AVAILABILITY:

Publisher: Oregon Department of Education, Career Education, 942 Lancaster Drive, NE, Salem, Oregon 97321
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess the competency level of teachers in career education based on the needs of their students as rated by the teachers themselves
Descriptors: Inservice Education, Needs Assessment
Number of Items: 15
Type of Item: Likert scale
Intended Population: Teachers
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM:

I can demonstrate my competency by: 1 2 3 4 5

– explaining the advantages of career planning (rate your level of competency)

1 – no competency
3 – acceptable competency
5 – superior competency

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS: This package of materials incorporates a four-step method to make career education inservice programs more responsive to the interests and needs of teachers and other education personnel. Step 1 consists of assessing teachers' attitudes and changes in attitudes toward inservice. Step 2 is a survey of general inservice needs related to career education. Step 3 encompasses

assessing the strengths and weaknesses of participants, objectives/competencies to emphasize, and the instructional method to utilize for the inservice. Step 4 involves the design and implementation of a planned inservice program based on data gathered in the previous steps. The materials are mentioned in the *Oregon ASCD Curriculum Bulletin* under the title "Aids to Integrating Career Education into the Educational Program" (Vol. XXX, No. 330), January 1976.

TITLE: Teacher's Self-Assessment Inventory Career Education Competency, 7-12

AUTHOR: John Davies
Richard Holloway
DATE: 1975

AVAILABILITY:

Publisher: Oregon Department of Education, Career Education, 942 Lancaster Drive, NE, Salem, Oregon 97321
Cost: Not indicated
ERIC:

INSTRUMENT DESCRIPTION:

Purpose/Content: To assess the competency level of teachers in career education based on the needs of their students as rated by the teachers themselves
Descriptors: Inservice Education, Needs Assessment
Number of Items: 23
Type of Item: Likert scale
Intended Population: Teachers
Age or Grade Level: Adults
Forms: 1
Domain: Not appropriate

EXAMPLE ITEM:

I can demonstrate my competency to: 1 2 3 4 5
2. Utilizing
   a. activities fostering wholesome attitudes toward work (rate your level of competency)

1 — no competency
3 — adequate competency
5 — superior competency

ADMINISTRATION:

Time: No time limit
Response Mode: Paper and pencil
Scoring: Hand scored

TEST DATA:

Reliability: Not indicated
Validity: Not indicated

COMMENTS:

This package of materials incorporates a four-step method to make career education inservice programs more responsive to the interests and needs of teachers and other education personnel. Step 1 consists of assessing teacher's attitudes and changes in attitudes toward inservice. Step 2 is a survey of general inservice needs related to career education. Step 3 encompasses assessing the strengths and weaknesses of participants, objectives/competencies to emphasize, and the instructional method to utilize for the inservice. Step 4 involves the design and implementation of a planned inservice program based on data gathered in the previous steps. These materials mentioned are in the *Oregon ASCD Curriculum Bulletin* under the title "Aid to Integrating Career Education into the Educational Program," (Vol. XXX, No. 330), January 1976.

APPENDICES

Appendix A

OTHER CATALOGS OF HELPFUL INSTRUMENTS

Berger, B. *An Annotated Bibliography of Measurements for Young Children.* New York, New York: Center for Urban Education, 1969. ED 068 519

Blanton, W.; Farr, R.; and Tuinman, J.J. *Reading Tests for the Secondary Grades.* Newark, Delaware: International Reading Association, 1972. ED 071 059

Borich, G.D. *Handbook of Evaluation Instruments for Preparing Educational Personnel for the Handicapped.* Austin, Texas: Research and Development Center for Teacher Education, 1972. ED 088 906

Boyd, J. L., Jr. and Shimberg, B. *Directory of Achievement Tests for Occupational Education.* Princeton, New Jersey: Educational Testing Service, 1971. Ed 052 239

Cattell, R.B. and Warburton, F.W. *Objective Personality and Motivation Tests: A Theoretical Introduction and Practical Compendium.* Urbana, Illinois: University of Illinois Press, 1967.

Diamond, E.E. "Review of Scales for the Measurement of Attitudes and Sociological Measurement." *Psychometrika*, 34: 395-396

Goldman, B.A. and Saunders, J.L. *Directory of Unpublished Experimental Measures.* New York, New York: Behavioral Publications, Inc., 1974. ED 101 012

Johnson, O.G. and Bommarito, J.W. *Tests and Measurements in Child Development.* San Francisco, California: Jossey-Bass, Inc. 1971.

Jurgan, J.T. *Interest Inventories, Tests, Surveys, and Scales: A Compilation.* Research and Development Project in Career Education. Olympia, Washington: Washington State Coordinating Council for Occupational Education, 1973. ED 085 536

Knapp, J.A. *Collection of Criterion—Referenced Tests.* ERIC-TM Report No. 31. Princeton, New Jersey: Educational Testing Service, 1975. ED 099 427

Knapp, J. *An Omnibus of Measures Related to School-Based Attitudes.* ERIC-TM Report. Princeton, New Jersey: Education Testing Service, 1972. Ed 074 071.

Mayer, V.J. *Handbook of Unpublished Evaluation Instruments in Science Education.* Columbus, Ohio Center for Science and Math Education: The Ohio State University, 1973. ED 076 359

Myers, C.R. "Journal Citations and Scientific Eminence in Contemporary Psychology." *American Psychologist*, 25: 1041-1048. Ed 067 270

Robinson, John P.; Anthansiou, Robert; and Head, Kendra B. *Measures of Occupational Attitudes and Occupational Characteristics.* Ann Arbor, Michigan: Survey Research Center, Institute for Social Research, The University of Michigan, 1973.

Robinson, John P. and Shaver, Phillip R. *Measures of Social Psychological Attitude.* Ann Arbor, Michigan: Survey Research Center, Institute for Social Research, The University of Michigan, 1973.

Shaw, M.E. and Wright, J.M. *Scales for the Measurement of Attitudes.* New York: McGraw-Hill Company, 1967.

Suydam, M.N. "Unpublished Instruments for Evaluation in Mathematics Education: An Annotated Listing ." Mimeographed. Columbus, Ohio: ERIC Information Analysis Center for Science, Mathmatics, and Environmental Education, The Ohio State University, 1974.

Tarczan, C. *An Educator's Guide to Psychological Tests: Descriptions and Classroom Implications.* Springfield, Illinois: Charles C. Thomas, 1972.

Walker, D.K. *Socioemotional Measures for Preschool and Kindergarten Children: A Handbook.* San Francisco: Jossey-Bass, 1973. ED 088 605

Whybrew, W.E. *Measurement and Evaluation in Music: Second Edition.* Dubuque; Iowa: William C. Brown, Publishers, 1971.

Appendix B

OTHER EVALUATION MATERIALS

Horst, Donald P.; Tallmadge, G. Kasten; and Wood, Christine T. *A Practical Guide to Measuring Project Impact on Student Achievement.* Washington, D.C.: U.S. Government Printing Office, 1976.

McCaslin, N.L. and Lave, Janice. *Needs Assessment and Career Education: An Approach for States.* Columbus, Ohio: The Center for Vocational Education, 1976.

Tallmadge, G. Kasten, and Horst, Donald P. *A Procedural Guide for Validating Achievement Gains in Educational Projects.* Washington, D.C.: U.S Government Printing Office, 1976.

Watkins, Richard W. and Jenks, Lynn C. *Evaluation Handbook: Experience-Based Career Education.* San Francisco, California: Far West Laboratory for Educational Research and Development, 1976.

Young, Malcom B. and Schuh, Russell G. *Evaluation and Educational Decision-making: A Functional Guide to Evaluating Career Education.* Washington, D.C.: Developmental Associates, Inc., 1975.

Appendix C

REFERENCE LIST OF POTENTIAL GOALS, ELEMENTS, OR OUTCOMES

The Center for Vocational Education. *Developmental Program Goals for the Comprehensive Career Education Model.* Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1972.

Hoyt, Kenneth B. *Perspectives on the Problem of Evaluation in Career Education.* Washington, D.C.: U.S. Department of Health, Education, and Welfare (undated).

Michigan Department of Education. *Career Development: Goals and Performance Indicators.* Second Edition. Lansing, Michigan. Michigan Department of Education, 1974.

Texas Education Agency. *Basic Learner Outcomes for Career Education.* Austin, Texas: Texas Education Agency. 1973.

Young, Malcolm. B. and Schuh, Russell G. *Evaluation and Educational Decision-Making: A Functional Guide to Evaluating Career Education.* Washington, D.C.: Developmental Associates, Inc., 1975.

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Buros, O.K., ed. *The Seventh Mental Measurements Yearbook.* Highland Park, New Jersey: Gryphon Press. 1972.

Chall, Jeanne and Edgar Dale. "A Formula for Predicting Readability," *Educational Research Bulletin,* 27, January 21, 1948.

Chronbach, Lee J. *Essentials of Psychological Testing, Third Edition.* New York: Harper and Row, Publishers, 1970.

Dale, Edgar and Barbara Seels. *Readability and Reading. An Annotated Bibliography.* Newark, Delaware: International Reading Association. ED 075 789, 1971.

Flesch, Rudolf. *How to Test Readability.* New York: Harper and Brothers, 1951.

Hoyt, Kenneth B. *Monographs on Career Education: Perspectives on the Problem of Evaluation in Career Education.* Washington, D.C.: U.S. Department of Health, Education and Welfare. (Undated)

Jesser, David L. *The Status and Progress of Career Education.* Washington, D.C.: Council of Chief State School Officers, 1975.

Johnson, O.G. and J.W. Bommarito. *Tests and Measurements in Child Development.* San Francisco: Jossey-Bass, Inc., 1971.

Katz, Martin. *Selecting an Achievement Test: Principles and Procedures.* Princeton, New Jersey: Educational Testing Service, 1973.

McLaughlin, Donald H. *Career Education in the Public Schools 1974-75: A National Survey,* Palo Alto, California, American Institutes for Research, 1976.

Young, Malcolm B. and Russell G. Schuh. *Evaluation and Educational Decision Making: A Functional Guide to Evaluating Career Education.* Washington, D.C.: Developmental Associates, Inc., 1975.

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